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ABSTRACT

In this report, tabulations on the characteristics of movers, leavers, and stayers present data from the 1991-92 Teacher Followup Survey (TFS), a followup of a sample of public and private school teachers who responded to the 1990-91 Schools and Staffing Survey (SASS). Data include characteristics of teachers who left the profession between the school years 1990-91 and 1991-92 (leavers), teachers who changed schools (movers), and teachers who stayed at the same school (stayers). The attrition rate from the teaching profession between the school years 1990-91 and 1991-92 was 5.1% in public schools and 12.3% in private schools, rates that do not differ from attrition rates between the years 1987-88 and 1988-89. Teacher attrition did not vary by field but varied by age, with the rates in the under-30 age category 7.5% and 18.9% for public and private school teachers, respectively. Teachers who stayed in the same schools generally felt that higher salaries or better fringe benefits would be the most effective step in encouraging teachers to remain in teaching. Fifteen tables present survey findings and three appendixes contain 15 standard error tables and the followup questionnaires for current and former teachers. (SLD)

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Schools and Staffing Survey

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1991–92

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Schools and Staffing Survey

Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey: 1991–92

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May 1994

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Highlights

- The attrition rate from the teaching profession between school years 1990-91 and 1991-92 was 5.1 percent in public schools and 12.3 percent in private schools. These attrition rates do not differ from the attrition rates of 5.6 percent in public schools and 12.7 percent in private schools between school years 1987-88 and 1988-89 (table 1).

- The rate at which public school teachers of general education subjects left the profession varied little by field. Science and math teachers, in particular, were no more likely to leave the teaching profession than teachers of other general education subjects such as English, reading, and social studies (table 1).

- Teacher attrition varied by teacher's age. The rate for teachers in the 50 or more age category was 14.3 percent for public school teachers and 15.2 for private school teachers; the rates in the less than 30 age category were 7.5 and 18.9 percent for public and private teachers respectively. In the 40 to 49 age category, the attrition rate was 2.9 percent for public school teachers and 6.3 for private teachers (table 2).

- Almost all public school teachers who changed schools between school years 1990-91 and 1991-92 transferred to other public schools (94.3 percent); a little over half (52.8 percent) of the private school teachers in 1990-91 who changed schools stayed in private schools (47.2 percent transferred to public schools) (table 7).

- Among former public school teachers, 18.6 percent cited homemaking and/or child rearing as their primary occupational status in 1991-92. Another 33.3 percent said that they were retired. Among former private school teachers, 35.8 percent said that they were working in an occupation outside of elementary or secondary education; another 19.3 percent said that they were engaged in homemaking and/or child rearing; less than 10 percent of former private school teachers said that they were retired (table 8).

- The percentage of public school teachers who were retired in the followup year increased from about one-fourth in 1987-88 to one-third in 1990-91 (table 8).

- Among teachers who left the teaching profession between 1990-91 and 1991-92, 14.7 percent of public school teachers and 16.1 percent of private school teachers expect to return to teaching in any of grades K through 12 in school year 1992-93 (table 11).

- Among teachers who stayed in the same school between school years 1990-91 and 1991-92, 53.4 percent of public and 58.0 percent of private school teachers felt that "providing higher salaries or better fringe benefits" is the most effective step that schools might take to encourage teachers to remain in teaching (tables 14 and 15). However, among former public school teachers who cited "dissatisfaction with teaching as a career" as one of their main reasons for leaving the profession, 0.7

percent cited "poor salary" as their main area of dissatisfaction, while 24.9 percent cited "inadequate support from the administration" as their main area of dissatisfaction (table 12).

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Introduction

In this report, tabulations on characteristics of movers, leavers, and stayers present data from the 1991-92 Teacher Followup Survey (TFS), a followup of a sample of public and private school teachers who responded to the Teacher Survey component of the 1990-91 Schools and Staffing Survey (SASS). The data presented include characteristics of teachers who left the teaching profession between school years 1990-91 and 1991-92 (leavers), teachers who changed schools during that period (movers), and teachers who stayed in the same school (stayers). In addition to characteristics of stayers, movers, and leavers, the tabulations include estimates of teacher attrition by field of assignment, reasons for leaving the teaching profession, and comparisons between the teaching profession and the current occupation of former teachers. This report provides national estimates for all data.

The Schools and Staffing Survey (SASS) and the Teacher Followup Survey were developed by the U.S. Department of Education's National Center for Education Statistics, and were conducted by the U.S. Bureau of the Census. The SASS was a mail survey which collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of the SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs).
2. The Public School Administrator Questionnaire.
3. The Private School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teacher Questionnaire.
7. The Private School Teacher Questionnaire.

The Teacher Followup Survey was also a mail questionnaire which collected followup information on a sample of public and private school teachers who had participated in the SASS. The purpose of the TFS was to determine the attrition rate for teachers, to determine the characteristics of those who stay in the teaching profession and those who leave, to obtain major activity/occupation data for those who leave the teaching profession and career patterns for those who remain in the profession, to obtain data on educational activities and future plans, and to obtain data on attitudes about the teaching profession and job satisfaction. Two questionnaires are used in the TFS:

1. Questionnaire for Current Teachers.
2. Questionnaire for Former Teachers.

The survey methodology is described in the Technical Notes section which follows presentation of the tables.

This E.D. Tab also presents data from the 1988-89 Teacher Followup Survey. The percentages in this report are based upon the weighted numbers of teachers in Table A.

Table A.--Weighted number of stayers, movers, and leavers, by sector: 1988-89 and 1991-92

	Stayers	Movers	Leavers	Total
Public				
1988-89	2,065,839	188,404	132,311	2,387,174
1991-92	2,237,320	185,659	130,495	2,553,474
Private				
1988-89	242,528	29,682	39,714	311,924
1991-92	287,126	23,226	43,499	353,851

Table B represents the weighted number of teachers in each field, by main field of assignment for years 1987-88 and 1990-91 which is the basis for table 1.

Table B.--Weighted number of teachers in each field, by main field of assignment: 1987-88 to 1988-89 and 1990-91 to 1991-92

	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	2,387,174	2,553,474	311,924	353,851
Kindergarten	119,736	110,723	22,961	22,796
General elementary	692,847	766,053	108,765	122,587
Art/music	189,477	191,656	10,817	19,511
Bilingual/ESL	15,616	25,208	--	1,240
Business	37,062	66,150	1,827	2,532
English/language arts	182,952	184,272	31,485	32,654
Health	126,561	141,183	15,157	14,565
Home economics	34,270	31,428	740	2,196
Industrial arts	43,561	34,518	516	1,250
Math	164,914	177,375	24,462	29,315
Reading	61,204	59,030	6,086	4,832
Social studies	147,544	146,545	19,131	20,716
Science total	140,169	147,978	21,678	21,972
Biology	45,449	40,778	4,954	5,946
Chemistry/physics	21,658	30,289	6,567	4,926
General science/earth science	73,061	76,911	10,157	11,101
Special education total	245,292	287,563	10,497	9,414
Mentally retarded	50,172	20,141	1,649	--
Learning disabled	118,038	82,918	4,782	3,436
Other special education	77,082	184,504	4,066	5,680
Vocational education	57,427	30,909	203	1,227
Foreign languages	++	65,297	++	15,529
All others*	128,544	87,587	36,197	31,513

--Too few cases for a reliable estimate.

*Includes computer science, remedial education, religion, gifted, prekindergarten, and all others (and foreign languages in 1987-88).

++Foreign languages in 1987-88 was included in the "All others" category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 1.--Attrition rates from the teaching profession, by main field of assignment: 1987-88 to 1988-89 and 1990-91 to 1991-92

	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	5.6	5.1	12.7	12.3
Kindergarten	3.1	4.0 [1]	10.5	11.9
General elementary	5.6	5.3	11.9	10.4
Art/music	4.2	5.9	17.7	13.0
Bilingual/ESL	8.2 [1]	4.5 [1]	--	--
Business	5.9 [1]	7.7 [1]	21.1 [2]	10.7 [2]
English/language arts	8.5	5.1	18.7	13.9
Health	3.8	3.3	6.3 [1]	15.6
Home economics	6.6 [1]	4.2	31.7 [2]	--
Industrial arts	3.7 [1]	2.7 [1]	--	--
Math	4.9	5.2	10.8	10.9
Reading	5.1	3.4 [1]	6.7 [1]	31.8 [1]
Social studies	5.1 [1]	6.7	8.4 [1]	10.8 [1]
Science total	5.4	6.1 [1]	9.2	7.3
Biology	3.2	3.7 [1]	8.5 [2]	6.6 [2]
Chemistry/physics	4.1 [1]	4.4 [2]	7.0 [2]	7.7 [1]
General science/earth science	7.1	8.0 [1]	10.9 [1]	7.5 [1]
Special education total	7.3	4.9	13.7 [2]	9.4 [1]
Mentally retarded	12.6 [1]	3.7 [1]	6.4 [2]	--
Learning disabled	4.3	3.2	7.6 [2]	3.4 [2]
Other special education	8.4 [1]	5.8	23.7 [2]	13.5 [2]
Vocational education	6.7 [1]	5.6 [1]	0.0	44.1 [2]
Foreign languages	++	2.3	++	14.1
All others [3]	5.2	4.8	18.2	19.0

--Too few cases for a reliable estimate.

++Foreign languages in 1987-88 was included in the "All others" category.

[1]Coefficient of variation between 30% and 50%.

[2]Coefficient of variation greater than 50%.

[3]Includes computer science, remedial education, religion, gifted, prekindergarten, and all others (and foreign languages in 1987-88).

NOTE: The attrition rate is the percentage of teachers who left the teaching profession between school years 1987-88 to 1988-89 and 1990-91 to 1991-92 (percent "leavers").

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 2.--Attrition rates from the teaching profession, by selected teacher characteristics: 1987-88 to 1988-89 and 1990-91 to 1991-92

Base year characteristics	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	5.6	5.1	12.7	12.3
Sex				
Male	5.1	4.5	10.2	12.1
Female	5.8	5.3	13.4	12.3
Not reported	7.2 [1]	**	--	**
Age				
Less than 25	4.3	9.1	19.0	23.8
25 to 29	9.0	9.0	17.6	17.8
30 to 39	5.8	4.2	12.4	13.7
40 to 49	2.4	2.0	10.5	7.7
50 to 59	5.7	6.7	11.3	6.2
60 to 64	23.4	26.8	16.9 [1]	17.8
65 or more	16.7 [2]	40.9 [1]	7.9 [1]	20.7
Not reported	12.9 [2]	**	6.2 [2]	**
Full-time teaching experience				
Less than 1 year	11.6	17.2 [1]	27.4	28.4
1 to 3 years	8.3	7.2	15.9	16.7
1 year	8.5	8.4	18.8	18.8
2 years	7.6	7.1	14.6	15.8
3 years	8.8	5.9	14.3	14.7
4 to 9 years	6.0	5.3	12.8	12.7
10 to 19 years	4.0	2.4	11.4	6.2
20 to 24 years	2.2	3.4	7.4 [1]	4.7 [1]
25 years or more	11.0	11.0	7.4	14.6
Not reported	2.5 [2]	**	18.4 [2]	**
Degree earned				
Less than bachelor's	3.2 [1]	21.3 [2]	26.4	29.6
Bachelor's	5.6	5.2	12.7	11.4
Master's	5.5	4.6	10.4	10.9
Education specialist	6.4	4.9	23.5 [1]	14.0 [1]
Doctorate or professional	4.3 [2]	12.3 [2]	8.3 [2]	8.9 [1]
Race/ethnicity				
White, non-hispanic	5.7	5.1	12.1	12.0
Total minority	4.4	5.3	21.4	15.4
Am. Indian, Aleut, Eskimo	3.1 [2]	1.7 [1]	17.5 [2]	16.5 [2]
Asian or Pacific Islander	4.2 [2]	7.0 [2]	8.8 [2]	12.2 [2]
Black, non-hispanic	5.1 [1]	6.1	34.7	19.3 [1]
Hispanic	2.9	4.4	21.3 [1]	13.6 [1]
Not reported	6.1 [1]	**	18.5 [2]	**
Level taught				
Elementary	5.5	4.8	12.5	11.3
Secondary	5.6	5.5	12.9	13.3

--Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 data were imputed.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 3.--Percentage of public school stayers, movers, and leavers by selected teacher characteristics: 1988–89 and 1991–92

Base year characteristics	1987–88			1990–91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.5 %	7.9 %	5.6 %	87.6 %	7.3 %	5.1 %
Sex						
Male	87.7	7.3	5.1	89.1	6.4	4.5
Female	86.1	8.1	5.8	87.1	7.6	5.3
Not reported	81.8 [1]	11.0 [2]	7.2 [2]	**	**	**
Age						
Less than 25	78.7	17.0	4.3	73.8	17.2	9.1
25 to 29	75.0	16.1	9.0	76.6	14.3	9.0
30 to 39	85.2	9.0	5.8	85.9	9.9	4.2
40 to 49	91.2	6.4	2.4	92.5	5.5	2.0
50 to 59	90.4	3.9	5.7	89.3	4.0	6.7
60 to 64	72.0	4.5 [2]	23.4	71.0	2.2 [1]	26.8
65 or more	83.3	0.0	16.7 [2]	48.9	10.3 [2]	40.9 [1]
Not reported	77.9	9.3 [1]	8.5 [2]	**	**	**
Full–time teaching experience						
Less than 1 year	76.9	11.5 [1]	11.6	51.5	31.3	17.2 [1]
1 to 3 years	77.4	14.3	8.3	79.7	13.1	7.2
1 year	77.3	14.2	8.5	79.0	12.6	8.4
2 years	78.8	13.6	7.6	78.7	14.1	7.1
3 years	76.0	15.2	8.8	81.6	12.4	5.9
4 to 9 years	82.9	11.1	6.0	84.8	9.9	5.3
10 to 19 years	89.3	6.7	4.0	91.0	6.5	2.4
20 to 24 years	93.6	4.1	2.2	93.3	3.3	3.4
25 years or more	84.9	4.1	11.0	85.9	3.1	11.0
Not reported	95.0	2.5 [2]	2.5 [2]	**	**	**
Degree earned						
Less than bachelor's	96.3	--	3.2 [1]	76.1	2.7 [2]	21.3 [2]
Bachelor's	85.7	8.7	5.6	87.3	7.5	5.2
Master's	87.5	7.0	5.5	88.4	7.0	4.6
Education specialist	86.0	7.6	6.4	85.9	9.1	4.9
Doctorate or professional	88.4	7.3 [2]	4.3 [2]	87.5	--	12.3 [2]
Race/ethnicity						
White, non–hispanic	86.5	7.8	5.7	87.6	7.3	5.1
Total minority	87.0	8.6	4.4	87.5	7.1	5.3
Am. Indian, Aleut, Eskimo	95.0	1.9 [2]	3.1 [2]	96.3	2.0 [2]	1.7 [1]
Asian or Pacific Islander	73.7	22.1 [2]	4.2 [2]	84.7	8.2 [1]	7.0 [2]
Black, non–hispanic	86.2	8.8	5.1 [1]	85.5	8.3	6.1
Hispanic	88.9	8.2	2.9	89.6	6.0	4.4
Not reported	86.1	7.9 [1]	6.1 [1]	**	**	**
Level taught						
Elementary	85.0	9.5	5.5	87.1	8.1	4.8
Secondary	88.1	6.2	5.6	88.2	6.4	5.5

--Too few cases for a reliable estimate.
**The 1987–88 data were not imputed; 1990–91 data were imputed.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding. The definitions of "stayer," "mover," and "leaver" are found in the technical notes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

Table 4.--Percentage of private school stayers, movers, and leavers by selected teacher characteristics: 1988–89 and 1991–92

Base year characteristics	1987–88			1990–91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	77.8 %	9.5 %	12.7 %	81.1 %	6.6 %	12.3 %
Sex						
Male	83.7	6.1	10.2	81.6	6.3	12.1
Female	76.2	10.4	13.4	81.0	6.6	12.3
Not reported	0.0	--	0.0	**	**	**
Age						
Less than 25	63.2	17.9	19.0	62.4	13.8	23.8
25 to 29	64.8	17.5	17.6	70.4	11.8	17.8
30 to 39	78.5	9.1	12.4	78.7	7.5	13.7
40 to 49	82.0	7.5	10.5	87.2	5.2	7.7
50 to 59	82.3	6.4	11.3	87.0	3.3 [1]	9.6
60 to 64	79.8	3.3 [2]	16.9 [1]	81.1	1.1 [2]	17.8
65 or more	88.2	3.9 [2]	7.9 [1]	73.4	5.9 [1]	20.7
Not reported	84.8	9.1 [2]	6.2 [2]	**	**	**
Full–time teaching experience						
Less than 1 year	67.0	5.6 [1]	27.4	67.0	4.6	28.4
1 to 3 years	70.6	13.5	15.9	73.5	9.8	16.7
1 year	64.1	17.0	18.8	71.2	10.0	18.8
2 years	73.5	12.0	14.6	75.0	9.2	15.8
3 years	74.0	11.7	14.3	75.1	10.2	14.7
4 to 9 years	75.7	11.6	12.8	79.2	8.1	12.7
10 to 19 years	81.1	7.5	11.4	88.6	5.3	6.2
20 to 24 years	85.5	7.1 [2]	7.4 [1]	92.3	3.0	4.7 [1]
More than 25 years	88.3	4.3 [1]	7.4	83.0	2.4	14.6
Not reported	74.6	7.0 [2]	18.4 [2]	**	**	**
Degree earned						
Less than bachelor's	64.2	9.5 [2]	26.4	65.1	5.2 [1]	29.6
Bachelor's	76.8	10.5	12.7	80.9	7.7	11.4
Master's	81.4	8.2	10.4	84.6	4.5	10.9
Education specialist	66.4	10.1 [1]	23.5 [1]	79.0	7.0 [2]	14.0 [1]
Doctorate or professional	90.4	--	8.3 [2]	91.0	--	8.9 [1]
Race/ethnicity						
White, non–hispanic	78.7	9.2	12.1	81.3	6.7	12.0
Total minority	64.4	14.2	21.4	79.3	5.3 [1]	15.4
Am. Indian, Aleut, Eskimo	67.1 [1]	15.5 [2]	17.5 [2]	83.5	--	16.5 [2]
Asian or Pacific Islander	90.3	--	8.8 [2]	85.9	1.9 [2]	12.2 [2]
Black, non–hispanic	29.6	35.7	34.7	78.4	2.4 [2]	19.3 [1]
Hispanic	68.6	10.2 [1]	21.3 [1]	77.4	9.0 [1]	13.6 [1]
Not reported	67.5	14.1 [2]	18.5 [2]	**	**	**
Level taught						
Elementary	76.7	10.8	12.5	81.9	6.7	11.3
Secondary	78.9	8.2	12.9	80.3	6.4	13.3

--Too few cases for a reliable estimate.
**The 1987–88 data were not imputed; 1990–91 data were imputed.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding. The definitions of "stayer," "mover," and "leaver" may be found in the technical notes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

Table 5.--Percentage of public school stayers, movers, and leavers by selected school characteristics: 1988-89 and 1991-92

Base year characteristics	1987-88			1990-91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	86.5 %	7.9 %	5.6 %	87.6 %	7.3 %	5.1 %
School level						
Elementary	86.0	8.8	5.2	86.6	8.0	5.3
Secondary	88.1	6.5	5.4	89.5	5.6	4.9
Combined	87.5	5.6	6.9	83.2	11.5	5.3
Not reported	82.9	8.9	8.2	90.3	6.2	3.5
School size						
Less than 150	85.6	9.8	4.5	86.6	8.1	5.3
150-299	84.6	9.9	5.4	88.0	7.7	4.3
300-499	86.9	7.5	5.6	85.8	8.5	5.7
500-749	86.8	7.5	5.7	87.7	7.6	4.7
750 or more	87.7	7.4	4.9	88.6	6.1	5.4
Not reported	82.9	8.9	8.2	90.3	6.2	3.5
Minority status						
Less than 5%	88.0	6.9	5.1	89.6	5.7	4.6
5 to 19%	86.6	7.6	5.8	88.1	6.4	5.5
20 to 49%	87.3	7.6	5.2	85.6	8.6	5.9
50% or more	85.0	9.7	5.3	86.2	8.9	4.9
Not reported	82.9	8.9	8.2	90.3	6.2	3.5
Community type						
Central city	*	*	*	88.8	6.4	4.8
Urban fringe/large town	*	*	*	87.0	7.4	5.6
Rural/small town	*	*	*	86.0	8.7	5.3
Not reported	*	*	*	90.3	6.2	3.5
Region						
Northeast	90.6	5.6	3.8	89.2	6.6	4.1
Midwest	87.1	7.5	5.4	89.7	5.9	4.4
South	85.0	9.2	5.9	86.1	8.1	5.9
West	85.8	8.2	6.0	86.0	8.3	5.7
Not reported	82.9	8.9	8.2	**	**	**

**The 1987-88 data were not imputed; 1990-91 data were imputed.
*Community types for 1987-88 and 1990-91 are not comparable. In the 1987-88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990-91 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe", Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).
NOTE: Percents may not add to 100% due to rounding. Not reported in this table is due to total survey nonresponse from some schools in the 1987-88 or 1990-91 SASS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 6.--Percentage of private school stayers, movers, and leavers by selected school characteristics: 1988-89 and 1991-92

Base year characteristics	1987-88			1990-91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	77.8 %	9.5 %	12.7 %	81.1 %	6.6 %	12.3 %
School level						
Elementary	77.0	10.9	12.1	81.2	7.4	11.4
Secondary	81.3	6.9	11.8	84.1	4.9	11.0
Combined	75.9	8.5	15.6	79.7	6.7	13.6
Not reported	78.7	10.0	11.3	80.1	5.3	14.6
School size						
Less than 150	64.4	16.2	19.4	72.6	10.3	17.0
150-299	79.6	8.4	12.1	79.4	6.8	13.8
300-499	80.3	9.5	10.2	86.4	5.9	7.7
500-749	84.9	5.9	9.2	85.5	4.7	9.8
750 or more	82.2	4.9 [1]	12.8	91.0	2.3 [1]	6.7 [1]
Not reported	78.7	10.0	11.3	80.1	5.3	14.6
Minority status						
Less than 5%	77.6	9.2	13.2	81.2	7.3	11.5
5 to 19%	82.2	7.4	10.3	82.0	5.8	12.2
20 to 49%	71.8	9.3	18.9	82.4	5.3	12.2
50% or more	69.6	16.8	13.6	76.7	10.2	13.1
Not reported	78.7	10.0	11.3	80.1	5.4	14.6
Community type						
Central city	*	*	*	80.6	6.3	13.1
Urban fringe/large town	*	*	*	84.0	6.5	9.4
Rural/small town	*	*	*	78.5	7.7	13.8
Not reported	*	*	*	80.1	5.3	14.6
Region						
Northeast	78.1	11.4	10.5	83.1	5.4	11.5
Midwest	81.9	8.7	9.4	83.6	6.7	9.7
South	75.3	8.0	16.7	77.3	6.7	16.0
West	72.6	9.5	17.9	81.7	8.1	10.2
Not reported	78.7	10.0	11.3	**	**	**

**The 1987-88 data were not imputed; 1990-91 data were imputed.
*Community types for 1987-88 and 1990-91 are not comparable. In the 1987-88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990-91 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe", Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).
[1]Coefficient of variation between 30% and 50%.
NOTE: Percents may not add to 100% due to rounding. Not reported in this table is due to total survey nonresponse from some schools in the 1987-88 or 1990-91 SASS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 7. – – Characteristics of schools to which teachers moved: 1988–89 and 1991–92

TFS school characteristics	Public		Private	
	1987–88	1990–91	1987–88	1990–91
Total	100.0 %	100.0 %	100.0 %	100.0 %
Sector				
Public	92.3	94.3	46.7	47.2
Private	2.6	5.7	46.8	52.8
Not reported	5.1 [1]	**	6.4 [1]	**
Region				
Northeast	15.4	19.0	35.4	21.4
Midwest	24.6	20.3	22.6	26.0
South	40.8	40.2	26.7	32.7
West	19.1	20.5	15.2	19.9
Community type				
Central City	*	31.2	*	40.0
Urban fringe/large town	*	29.8	*	29.2
Rural/small town	*	35.8	*	23.1
Not reported	*	3.2	*	7.7

**The 1987–88 data were not imputed; 1990–91 data were imputed.
*Community types for 1987–88 and 1990–91 are not comparable. In the 1987–88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990–91 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987–88 CCD Public School Universe", Technical Report, Data Series: SP–CCD–87188–7.4, CS 89–194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).
[1]Coefficient of variation between 30% and 50%.
NOTE: Percents may not add to 100% due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

Table 8.--Current primary occupational status of former teachers: 1988-89 and 1991-92

Primary occupational status	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	100.0 %	100.0 %	100.0 %	100.0 %
Retired	24.8	33.3	5.7	8.4
Homemaking and/or child rearing	27.2	18.6	29.6	19.3
Working in an elementary or secondary school with an assignment other than teaching	17.2	15.1	9.2	6.2
Working in an occupation outside of elementary or secondary education	17.8	13.5	35.2	35.8
Other	6.8	11.8	10.0	18.8
Attending a college or university	5.5	6.7	10.0	11.0
Disabled	0.7	1.0 [1]	0.3 [2]	0.6 [1]

[1] Coefficient of variation between 30% and 50%.
[2] Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 9.--Current occupational status of former teachers working in an occupation outside of elementary or secondary education: 1988-89 and 1991-92

Job	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	100.0 %	100.0 %	100.0 %	100.0 %
Employee of a private company, business, or individual for wages, salary, or commission	62.5	69.3	74.4	71.1
Federal/State/Local government employee	20.3	18.8	11.8	10.4 [1]
Self-employed in own business, professional practice, or farm	16.5	11.9 [1]	12.4	18.0
Working without pay in a family business or farm	--	--	1.4 [2]	0.0
Working without pay in a volunteer job	0.0	0.0	0.0	--

--Too few cases for a reliable estimate.

[1] Coefficient of variation between 30% and 50%.

[2] Coefficient of variation greater than 50%.

NOTE: Percents may not add to 100% due to rounding. This table is based upon those former teachers working in an occupation outside of elementary or secondary education (weighted 1987-88 public n=23,522; private n=13,853; weighted 1990-91 public n=17,622; private n=15,555).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 10.--Main reason why former teachers left the teaching profession: 1988-89 and 1991-92

Reason	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	100.0 %	100.0 %	100.0 %	100.0 %
To retire	22.3	30.4	5.5	8.1
Pregnancy/child rearing	18.9	10.9	21.1	11.4
Family or personal move	8.7	10.0	17.7	15.8
School staffing action	5.8	9.8	7.0	10.9
Dissatisfied with teaching as a career	8.9	8.3	6.6	4.9
To pursue another career	13.4	7.8	10.6	15.9
To take courses to improve career opportunities in the field of education	3.4	6.3	7.2	4.9
Other family or personal reason	4.8	5.7	6.6	11.4
Health	2.2	3.7 [1]	1.5 [1]	3.0 [1]
For better salary or benefits	4.5	3.6	9.1	7.2
To take a sabbatical or other break from teaching	5.4	2.1	4.5 [1]	2.1 [1]
To take courses to improve career opportunities outside the field of education	1.4	1.5 [1]	1.8 [1]	4.4 [1]
Not reported	0.5 [2]	**	0.8 [1]	**

**The 1987-88 data were not imputed; 1990-91 data were imputed.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 11.--What current and former teachers expect their main activity will be during the next school year: 1988-89 and 1991-92

Activity	Current teachers		Former teachers	
	1987-88	1990-91	1987-88	1990-91
Total public	100.0 %	100.0 %	100.0 %	100.0 %
Teaching any of grades K-12	93.8	95.8	17.7	14.7
Working in non-teaching occupation in education	0.9 [1]	1.2	17.7	15.5
Retired	1.3	1.2	20.5	31.7
Homemaking and/or child rearing	0.5 [1]	0.8	15.3	9.6
Working outside the field of education	0.9	0.4	13.2	10.5
Attending a college or university	0.3 [1]	0.3 [1]	4.2	4.0 [1]
Unemployed and seeking work	0.2 [1]	0.2 [1]	1.0	1.1 [1]
Teaching at pre-K or post-sec level	0.1 [2]	0.1 [2]	2.6	2.9 [1]
Other	1.5	0.1 [1]	7.3	10.0
Military	0.0	0.0	0.0	0.0
Not reported	0.5	**	0.5 [1]	**
Total private	100.0 %	100.0 %	100.0 %	100.0 %
Teaching any of grades K-12	88.9	92.7	12.3	16.1
Working in non-teaching occupation in education	1.4 [1]	1.2 [1]	8.2	9.2
Retired	0.6 [2]	0.3 [2]	5.0	6.6
Homemaking and/or child rearing	2.6	1.6	26.0	14.7
Working outside the field of education	1.6 [1]	1.2	21.1	22.4
Attending a college or university	1.0 [2]	1.3	9.4	7.3
Unemployed and seeking work	0.1 [1]	0.8 [1]	1.7 [1]	3.3 [1]
Teaching at pre-K or post-sec level	0.4 [2]	0.4 [1]	1.6	6.2 [1]
Other	2.8	0.6	13.8	14.0
Military	0.0	0.0	--	--
Not reported	0.7 [2]	**	0.6 [2]	**

-- Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 data were imputed.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

Table 12.--Percentage of former teachers who reported "dissatisfied with teaching as a career" as one of three main reasons for leaving the profession, by main area of dissatisfaction: 1988–89 and 1991–92

Area of dissatisfaction	Public		Private	
	1987–88	1990–91	1987–88	1990–91
Total	100.0 %	100.0 %	100.0 %	100.0 %
Inadequate support from administration	30.2	24.9	23.3	16.1 [1]
Poor student motivation to learn	20.3 [1]	18.8	13.0 [1]	21.2 [1]
Intrusions on teaching time	++	10.8 [2]	++	--
Lack of control over own classrooms	2.5 [1]	9.5 [2]	--	--
Student discipline problems	9.0	9.4	17.9	4.5 [2]
Inadequate time to prepare lesson plans	++	5.5 [2]	++	5.2 [1]
Poor opportunity for professional advancement	9.4 [1]	5.3	6.9 [2]	--
Lack of influence over school policies and practices	7.9	4.3	2.7 [2]	5.3 [2]
Lack of community support for schools	++	3.0 [2]	++	0.0
Unsafe working environment	1.1 [2]	2.8 [2]	--	0.0
Interference from others regarding what I taught	++	2.0 [1]	++	1.2 [2]
Class sizes too large	3.5 [1]	1.4 [1]	2.9 [2]	--
Generally poor working conditions	4.4	1.2 [1]	8.4 [1]	--
Poor salary	8.2	0.7 [1]	15.8	17.4 [1]
Lack of professional competence of colleagues	1.6 [2]	0.4 [2]	3.0 [2]	--
Not reported	2.0 [2]	**	5.2 [2]	**

--Too few cases for a reliable estimate.
**The 1987–88 data were not imputed; 1990–91 data were imputed.
++Not asked on 1988–89 Teacher Followup Survey.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding or missing values in cells with too few cases. This table is based upon those former teachers who reported that "dissatisfaction with teaching as a career" was one of their three main reasons for leaving the teaching profession (weighted 1987–88 public n=11,731; private n=2,597; weighted 1990–91 public n=25,792; private n=5,683).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

Table 13.--Percentage of movers who reported "dissatisfied with the previous school" as one of three main reasons for changing schools, by main area of dissatisfaction: 1988–89 and 1991–92

Area of dissatisfaction	Public		Private	
	1987–88	1990–91	1987–88	1990–91
Total	100.0 %	100.0 %	100.0 %	100.0 %
Inadequate support from administration	45.9	45.6	50.9	42.4
Unsafe working environment	1.3 [2]	13.2 [2]	--	--
Lack of professional competence of colleagues	6.1 [1]	6.6 [1]	6.6 [1]	3.6 [2]
Class sizes too large	5.5	5.4 [1]	--	0.0
Lack of community support for schools	++	4.9 [1]	++	--
Poor student motivation to learn	6.3 [1]	3.6 [2]	--	--
Generally poor working conditions	6.8	3.4 [1]	4.4 [2]	8.0 [2]
Student discipline problems	2.5 [1]	3.2 [1]	2.0 [2]	--
Interference from others regarding what I taught	++	2.9 [2]	++	6.5 [2]
Lack of influence over school policies and practices	6.1 [1]	2.7 [2]	2.6 [2]	7.1 [2]
Poor opportunity for professional advancement	12.2 [1]	2.6 [2]	6.9 [1]	16.6 [1]
Lack of control over own classrooms	2.1 [2]	2.3 [2]	--	--
Poor salary	2.6 [1]	1.3 [2]	24.0	5.6 [1]
Inadequate time to prepare lesson plans	++	1.2 [2]	++	0.0
Intrusions on teaching time	++	0.9 [2]	++	0.0
Not reported	1.6 [2]	**	1.0 [2]	**

--Too few cases for a reliable estimate.
**The 1987–88 data were not imputed; 1990–91 data were imputed.
++Not asked on 1988–89 Teacher Followup Survey.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding or missing values in cells with too few cases. This table is based upon those current teachers who reported that being "dissatisfied with the previous school" was one of their three main reasons for leaving the school in which they had taught in 1987–88 or 1990–91 (weighted 1987–88 public n=42,956; private n=6,825; weighted 1990–91 public n=31,825; private n=5,204).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

Table 14 – –Percentage of public school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988–89 and 1991–92

Step	1987–88			1990–91		
	Stayer	Mover	Leaver	Stayer	Mover	Leaver
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Providing higher salaries or better fringe benefits	64.4	61.0	46.1	53.4	54.6	37.8
Decreasing class size	5.5	5.6	6.4	11.0	9.7	13.1
Dealing more effectively with student discipline and making schools safer	7.3	9.2	10.3	9.7	11.2	14.7
Giving teachers more authority in the school and in their own classrooms	5.5	4.5	9.1	6.9	4.9	11.4
Reducing teacher workload	3.1	3.3 [1]	3.0	3.1	1.3 [1]	2.7
Reducing the paperwork burden on teachers	3.3	2.5	5.0	2.7	3.3 [1]	4.5
Improving opportunities for professional advancement	2.8	4.5	5.8 [1]	2.4	3.5 [1]	2.1
Increasing parent involvement in the schools	1.4	1.5	1.3	2.2	2.7 [1]	2.9
Increasing standards for students' academic performance	1.3	1.6 [1]	2.8	1.9	1.1 [1]	2.2
Providing better resources and materials for classroom use	1.4	1.2	2.2 [2]	1.7	2.7 [1]	2.4 [1]
Giving special recognition to outstanding teachers	++	++	++	1.5	1.4	2.2
Providing merit pay or other pay incentives to teachers	1.7	1.2	4.2 [1]	1.2	0.6 [1]	0.6 [1]
Providing more support for new teachers (e.g., mentor teacher programs)	1.1	1.4	1.5	0.8 [1]	0.8 [1]	1.9 [1]
Providing teacher training in content areas and instructional methods	0.5 [1]	0.3 [1]	1.0	0.7 [1]	1.4 [1]	0.5 [2]
Providing tuition reimbursement for coursework required for certification or career advancement	++	++	++	0.7	0.6 [1]	0.4 [1]
Revising health insurance program to include stress reduction training (e.g. seminars, counseling)	++	++	++	0.2 [1]	0.0 [2]	0.5 [2]
Not reported	0.5	2.2 [2]	1.3	**	**	**

**The 1987–88 data were not imputed; 1990–91 data were imputed.
++Not asked on 1988–89 Teacher Followup Survey.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficent of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

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Table 15.--Percentage of private school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988-89 and 1991-92

Step	1987-88			1990-91		
	Stayer	Mover	Leaver	Stayer	Mover	Leaver
Total	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %	100.0 %
Providing higher salaries or better fringe benefits	64.7	51.8	51.4	58.0	37.0	38.0
Decreasing class size	3.3	6.9	2.4	5.3	7.9	4.8
Dealing more effectively with student discipline and making schools safer	5.7	10.8	15.3	9.2	8.9	16.6
Giving teachers more authority in the school and in their own classrooms	5.9	4.5	5.2	4.9	10.1	6.7
Reducing teacher workload	1.8[1]	3.2	7.0[1]	2.4	3.8	3.3[1]
Reducing the paperwork burden on teachers	2.6[1]	5.4[1]	2.6	2.2	4.2[1]	3.0[1]
Improving opportunities for professional advancement	5.2	2.1	3.1	2.6	4.7[1]	3.4[1]
Increasing parent involvement in the schools	1.3[1]	2.5[1]	3.0[1]	2.5	3.2[1]	2.9[1]
Increasing standards for students' academic performance	2.0[1]	1.0[1]	2.7[1]	3.3	4.9	6.0
Providing better resources and materials for classroom use	1.7[1]	1.0[1]	0.9[1]	2.3	1.2[1]	2.9[1]
Giving special recognition to outstanding teachers	++	++	++	1.1[1]	0.9[1]	2.3[1]
Providing merit pay or other pay incentives to teachers	2.8[1]	2.3	1.7	1.9	1.6[1]	1.9[1]
Providing more support for new teachers (e.g., mentor teacher programs)	0.8[1]	3.4	2.4	2.1	2.4[1]	1.6[1]
Providing teacher training in content areas and instructional methods	0.8[1]	0.6[1]	1.4[1]	0.9[1]	2.1[1]	4.0[1]
Providing tuition reimbursement for coursework required for certification or career advancement	++	++	++	1.4	6.6[1]	1.2[1]
Revising health insurance program to include stress reduction training (e.g. seminars, counseling)	++	++	++	--	--	1.4[1]
Not reported	1.4[1]	4.5[1]	1.0[1]	**	**	**

--Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 data were imputed
++Not asked on 1988-89 Teacher Followup Survey.
[1]Coefficient of variation between 30% and 50%.
[2]Coefficient of variation greater than 50%.
NOTE: Percents may not add to 100% due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

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Technical Notes

I. Sample Design

A. SASS Sampling Frames

1. Public Schools

The public school sampling frame was based on the 1988-89 school year Common Core of Data (CCD). The CCD is collected annually by the NCES from all state education agencies and is believed to be the most complete public school listing available. The frame includes regular public schools, schools in Department of Defense operated military bases, nonregular schools such as special education, vocational, and alternative schools.

2. Private Schools

The sampling frame for private schools was the 1989-90 Private School Universe Survey.[1] This data collection used two components to develop estimates of the number of private schools in the United States. A list frame was the primary private school frame and an area frame was used to identify schools not on the list frame and thereby compensate for the undercoverage aspects of the list frame.

List Frame

The list frame used for the 1990-91 SASS private school sample was the same list used for the 1989-90 Private Schools Survey (PSS). It consisted of approximately 22,600 schools from the 1986 Quality Education Data (QED) private school list and about 1,600 schools added in an 1989 update operation.[2]

Area Frame

The area frame consisted of a list of schools that had not been included by QED on their private school listing and had not been reported by a private

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[1]United States Department of Education, National Center for Education Statistics, *Private School Universe Survey, 1989-90*, (E. Gerald, M. McMillen, S. Kaufman, NCES 93-122).

[2]In the spring of 1989, the Census Bureau compared lists of schools provided by various private school associations to the 1986 QED lists. Nonmatches were added to the PSS frame.

school association during the list frame updating operation. These schools were located in 123 selected PSUs[3] throughout the United States.

For more information, see the technical report, *1990-91 Schools and Staffing Survey Sample Design and Estimation* (S. Kaufman and H. Huang, NCES-93-449).

Duplicate schools, as well as schools that did not meet the criteria for being in-scope for the survey were eliminated from the files before sampling. The resulting number of public schools on the 1988-89 CCD was 83,165; the resulting number of private schools on the 1989-90 PSS was 24,200. Additional duplicate private schools were discovered on the PSS after sampling had taken place; these schools received a weighting adjustment to account for their increased probability of selection. Additional out-of-scope public and private schools were detected after processing the sampled schools' SASS School Questionnaires. These schools were eliminated from further processing of the school samples and do not figure into any Schools and Staffing Survey estimates of number of schools.

B. SASS Stratification

1. Public Schools

The first level of stratification was four types of schools: (A) BIA (Bureau of Indian Affairs) schools; (B) Native American schools (schools with 25% or more Native American students); (C) schools in Delaware, Nevada and West Virginia (where it was necessary to implement a different sampling methodology to select at least one school from each LEA in the state because of the small number of LEAs); and (D) all other schools (all schools not included in A, B, or C).

The second level of stratification: The type A schools were stratified by Arizona, New Mexico, South Dakota, and all other states. The type B schools were stratified by Arizona, North Dakota, Oklahoma and all other states (except Alaska, since most Alaskan schools have high Native American enrollment). The type C schools were stratified first by state and then by LEA. The type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada and West Virginia).

Within each second level of stratification there were three grade level strata (elementary, secondary, and combined schools), defined as follows:

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[3]A PSU is a primary sample unit, which is a geographic area consisting of one or more contiguous counties or an independent city.

Regular Schools:

Elementary	Lowest Grade ≤ 6 and Highest grade ≤ 8
Secondary	Lowest Grade ≥ 7 and Highest grade ≤ 12
Combined	Lowest Grade ≤ 6 and Highest grade > 8

Nonregular schools which include special education, vocational, technical, adult education (if part of in-scope school) or alternative/continuation grades were classified as combined schools.

2. Private Schools

For list frame private schools, the frame was partitioned into an initial set of 216 cells. The first level of stratification was school association membership (18):

(1) Military - membership in the Association of American Military Colleges and Schools;
(2) Catholic - affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
(3) Friends - affiliation as Friends or membership in the Friends Council on Education;
(4) Episcopal - affiliation as Episcopal or membership in the National Association of Episcopal Schools;
(5) Hebrew Day - membership in the National Society for Hebrew Day Schools;
(6) Solomon Schechter - membership in the Solomon Schechter Day Schools;
(7) Other Jewish - other Jewish affiliation;
(8) Missouri Synod - membership in the Lutheran Church, Missouri Synod school association;
(9) Wisconsin Synod - membership in the Evangelical Lutheran Church - Wisconsin Synod school association or affiliation as Evangelical Lutheran - Wisconsin Synod;
(10) Evangelical Lutheran - membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;
(11) Other Lutheran - other Lutheran affiliation;
(12) Seventh-Day Adventist - affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventist;
(13) Christian Schools International - membership in Christian Schools International;

(14) Association of Christian Schools International - membership in the Association of Christian Schools International;
(15) National Association of Private Schools for Exceptional Children - membership in the National Association of Private Schools for Exceptional Children;
(16) Montessori - membership in the American Montessori Society or other Montessori association;
(17) National Association of Independent Schools - member of the National Association of Independent Schools;
(18) All else - member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

The secondary levels of stratification for the list frame were region and school level (elementary, secondary, or combined).

The area frame was stratified by PSU and school level.

C. TFS Stratification and Sample Allocation

The 1991-92 Teacher Follow-up Survey is a followup survey of approximately 7,200 teachers who were part of the 1990-91 SASS teacher sample. As described earlier, the purpose of the Teacher Followup Survey (TFS) was to measure teacher attrition rates a year after the 1990-91 SASS collection. In SASS, schools were selected first. Next, teachers were selected within each sampled school. From the SASS teacher sample the TFS teachers were selected. The Teacher Followup Survey is a stratified sample. The sample was allocated in order to allow comparisons of stayers, movers, and leavers within sector (public/private), experience groups, and level. Therefore, for the TFS, the **responding** 1990-91 SASS teachers were stratified by four variables (teacher status, sector, experience, teaching level) in the order shown below:

Teacher status:

Leavers--teachers in the 1990-91 school year who left the teaching profession prior to the 1991-92 school year.

Stayers--teachers in the 1990-91 school year who are still teaching in the same school in 1991-92 as they were in the previous school year.

Movers--teachers in the 1990-91 school year who are still teaching, but are in a different school in the 1991-92 school year.

Sector:

Public--teachers who taught in a public school system in the 1990-91 school year.

Private--teachers who taught in a private school in the 1990-91 school year.

Experience:

New--teachers who had 3 or less years teaching experience at the end of the 1990-91 school year.

Experienced--teachers who had more than 3 years experience at the end of the 1990-91 school year.

Teaching level:

Elementary--teachers who taught elementary students in the 1990-91 school year regardless of the level of the school (elementary, secondary, combined) in which they taught.

Secondary--teachers who taught secondary students in the 1990-91 school year regardless of the level of the school (elementary, secondary, combined) in which they taught.

The public school teachers in the frame were sorted within each stratum (in order) by teacher's main subject taught (as reported by the principal in the SASS Teacher Listing Record Operation), Census region, urbanicity, school enrollment and SASS teacher control number. The private school teachers were sorted within each stratum (in order) by teacher's main subject taught (as reported by the principal in the SASS Teacher Listing Record Operation), private school affiliation, urbanicity, school enrollment and SASS teacher control number.

The final TFS sample allocation is summarized in Table I-1.

Table I-1.--TFS sample allocation

	Total	New	Experienced
Public	5,075	1,640	3,435
Leavers			
Total	1,784	264	1,520
Elementary	600	76	524
Secondary	1,184	188	996
Nonleavers	3,291	1,376	1,914
Elementary			
Total	1,739	746	993
Movers	728	402	326
Stayers	1,011	344	667
Secondary			
Total	1,551	630	921
Movers	614	360	254
Stayers	937	270	667
Private	2,098	766	1,332
Leavers			
Total	492	167	325
Elementary	240	78	162
Secondary	252	89	163
Nonleavers	1,606	599	1,007
Elementary			
Total	765	306	459
Movers	193	75	118
Stayers	572	231	341
Secondary			
Total	841	293	548
Movers	227	68	159
Stayers	614	225	389

Due to rounding, subtotals may not add to the total.

D. SASS Sample Selection

1. Public Schools

Before the sample of public schools was selected, the schools within each stratum were sorted. To facilitate the calculation of LEA weights, it was important to keep all schools within a stratum and LEA together. To accomplish this, the sort variable values were changed to make them the same for every school within a stratum and LEA. They were changed in the following manner:

a) The first three digits of the ZIP Code of all schools within a stratum and LEA was set equal to the ZIP Code of the first school in the stratum and LEA.

b) The urbanicity code of all schools within a stratum and LEA was changed to the urbanicity code most prevalent among all schools within the stratum and LEA and a new sampling urbanicity variable was created. If a tie occurred, the lower value was used. The urbanicity variable on the data file is not affected by this adjustment.

After these fields were changed the schools within a stratum were sorted by the following variables:

State;
LEA (Local Education Agency) urbanicity:
1 = Large Central City
2 = Mid-size Central City
3 = Urban Fringe of Large City
4 = Urban Fringe of Mid-size City
5 = Large Town
6 = Small Town
7 = Rural;
LEA ZIP Code (The first three digits)
LEA ID number;
LEA percent minority:
1 = 0-5%
2 = 6-20%
3 = 21-50%
4 = 51% or more;
Highest grade in school;
School enrollment; and
CCD School ID (the CCD ID of the last school was used.)

Within each stratum, public schools were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the number of teachers in the school as reported on the CCD file. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

2. Private Schools

Within each stratum for private schools on the list frame, sorting took place on the following variables:

State;
Urbanicity:
0 = unclassified
1 = urban
2 = suburban
3 = rural;
ZIP Code (The first two digits);
Highest grade in the school;
Enrollment;
PIN number (a unique number which identifies the school).

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 1989-90 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

Eligible schools in the private schools area frame were sorted using the following variables:

Affiliation (Catholic, other religious, and nonsectarian);
Enrollment; and
Alphabetical order of name.

Within each stratum, eligible schools in the area frame were systematically selected using a probability proportionate to size algorithm. The measure of size was the square root of the number of reported teachers from 1989-90 PSS. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

3. Teachers

Selecting the teacher sample in both public and private schools involved the following steps. The selected schools were asked to provide teacher lists. From the lists, 56,051 public and 9,166 private teachers were selected.

The public and private teacher sample selections are described together because identical methodologies were used. The only differences were in the average number of teachers selected within a school.

Teacher Frame

Each selected school was asked to provide a list of their teachers along with selected teacher characteristics. Eleven percent of the private schools and five percent of the public schools did not provide teacher lists. A factor in the teacher weighting system was used to adjust for these nonparticipant schools.

For each teacher on the list, the following was to be specified:

- New/experienced; (New defined as in third year or less of teaching, experienced defined as everyone else.)
- Bilingual/English as a Second Language (ESL); (Teachers [other than foreign language teachers] using a language other than English in the classroom.)
- Race/ethnicity; and
- Field of Teaching (General elementary, special education, and all others for elementary level teachers; math, science, english, social studies, vocational education, special education, and all others for secondary teachers.)

The above information for each teacher in a selected SASS school comprised the school teacher frame.

Within each selected school, teachers were stratified into one of five teacher types in the following hierarchical order:

- Asian or Pacific Islander;
- American Indian or Aleutian or Eskimo;
- Bilingual;

- New; and
- Experienced

Within-School Teacher Allocation

First, the total number of sample teachers was selected for each school without regard to strata, and assuming no teacher oversampling for new teachers. Then, to allocate across the strata public school teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private teachers, it was decided to oversample new teachers to ensure that there would be a sufficient sample of new teachers in the Teacher Follow-up Survey (TFS). (This was also done in 1987-88 SASS.)

Asian or Pacific Islander, American Indian or Aleutian Eskimo, and bilingual teachers were oversampled at a rate to ensure a set number of each group was selected. To make sure a school wasn't overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, the Asian or Pacific Islander, American Indian or Aleutian or Eskimo and bilingual teachers were proportionally reduced to meet the maximum requirement.

Within each teacher stratum, secondary teachers were sorted by teacher's main subject taught (as reported by the principal in the SASS Teacher Listing Record Operation); and elementary teachers were sorted by general elementary, special education or other teaching assignment. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level/primary field of teaching. This was done to assure a good distribution of teachers by field of teaching.

Within each school and teacher stratum, teachers were selected systematically with equal probability.

A total of 65,217 teachers were actually selected (60,056 new and experienced, 1,511 Asian Pacific Islander, 1,529 American Indian or Aleutian or Eskimo and 2,121 bilingual). Table I-2 shows the number of selected teachers in SASS sample by teacher type and sector.

Table I-2.--Number of selected teachers in SASS sample by teacher type and sector			
Teacher type	**Public**	**Private**	**Total**
American Indian/Aleut	1,259	270	1,529
Asian/Pacific Islander	1,475	36	1,511
Bilingual/ESL	1,957	164	2,121
New	5,970	2,002	7,972
Experienced	45,390	6,694	52,084
Total	56,051	9,166	65,217

E. TFS Sample Selection

Sorting. Within each public TFS stratum, teachers responding to the 1990-91 SASS Teacher Survey were sorted by teacher subject, Census region, urbanicity, school enrollment and SASS teacher control number. Within each private TFS stratum, responding teachers were sorted by teacher subject, affiliation, urbanicity, school enrollment and SASS teacher control number.

Sample Selection. After the teachers were sorted, teachers were selected within each stratum using a probability proportional to size sampling procedure. The measure of size was the 1990-91 SASS intermediate teacher weight which is the product of the Basic Weight, Sampling Adjustment factor, School Nonresponse factor, and the Universe (i.e., First-Stage) Ratio Adjustment factor.

Sample Reduction. A total of 44 sample cases that were out-of-scope in the 1990-91 SASS were sampled for the TFS. As a result, these cases were made out of scope in TFS. This reduces the sample size for TFS but does not affect the weighting of the data.

For more information, see the technical report, *1990-91 Schools and Staffing Survey Sample Design and Estimation* (S. Kaufman and H. Huang, NCES-93-449).

II. Data Collection

A. Time Frame of the Survey

The 1991-92 Teacher Followup Survey took place during the 1991-92 school year. Advance letters were sent to school districts in the sample and to state level administrators in September 1991. School principals who provided teacher listings as

part of the 1990-91 Schools and Staffing Survey were mailed a teacher status form (TFS-1) requesting the current occupational status of teachers originally selected for the SASS teacher sample. This phase was conducted between September and November 1991. A sample of teachers (former and current) was selected in January 1992. The two mailouts of the survey questionnaires occurred during January-February 1992. Telephone followup of nonrespondents took place during April-May 1992. The reference period for most items on the questionnaire was the 1991-92 school year.

B. Data Collection Procedures

The U.S. Bureau of the Census was the data collection agent for the Teacher Followup Survey. The survey was conducted in two phases. The first phase consisted of contacting schools to determine the present occupational status of teachers who responded to the teacher sample in the 1990-91 SASS. In mid-September 1991, the Census Bureau mailed the teacher status forms (TFS-1) to the 12,022 schools selected in the 1990-91 SASS to represent the universe of schools in the nation. The school principal or head was asked to complete the form, indicating whether the teacher was still at the school in a teaching or nonteaching capacity, or had left the school to teach elsewhere or for a non-teaching occupation. After completing the form, the school principal or the head master was instructed to mail the form to the census regional office. The regional offices' job was to check-in and control the flow of the teacher status forms.

The next step was to contact nonrespondent schools, by telephone, to obtain the teacher occupational status information requested on the form. If the principal indicated a sample teacher had moved (this would pertain particularly to teachers who had left the area), the Census Bureau tried to obtain all address correction information for a sample teacher's home address through the post office.

Phase II of the Teacher Followup Survey began in January 1992. The first questionnaire, the TFS-2 (questionnaire for former teachers), was sent to 2,420 sample persons who were reported by school administrators as having *left* the teaching profession. The second questionnaire, the TFS-3 (questionnaire for current teachers), was sent to 4,752 sample persons who were reported as still teaching at the elementary or secondary level. Both questionnaires were mailed to teachers at their home addresses. The respondents were requested to complete the questionnaire and return it to the Census Bureau.

For teachers who did not return a questionnaire within 4 to 5 weeks, the Census Bureau conducted a second mailout. Respondents may not have returned a questionnaire because their status was incorrectly reported by their school administrators. For example, respondents who were teaching in another school who received the questionnaire for former teachers were instructed to return the questionnaire to the Census Bureau. In this case, the Census Bureau sent the correct

questionnaire to the respondents during the second mailout. For teachers who did not respond to the second mailout, the Census Bureau compiled a list, by region, of these nonrespondent teachers and sent each list to the appropriate regional office.

The telephone followup of all nonrespondents to the second mailout began in April 1992. In addition to these nonresponse followup cases, some "nonmailable" cases (cases with incomplete addresses) were assigned for telephone followup. If the regional office was unable to contact the sample teacher through a contact person (two contact persons had been listed by the sample teacher on the SASS form as knowing how or where to get in touch with him or her) or through directory assistance, the school was called to obtain information about the sample teacher.

Questionnaire TFS-4, telephone questionnaire for the Teacher Followup Survey, is a combination of the TFS-2 and the TFS-3 questionnaires. This questionnaire was designed for the field representative to use when conducting a telephone interview. The TFS-4 was *not* mailed to the respondent.

Field followup of nonrespondents ended on May 29, 1992.

III. Edit Procedures

A. General Edit

During the edit process, clerks performed a general clerical edit of the questionnaires designed to check for out-of-range responses. After completion of the clerical edit and data keying, a computer pre-edit was conducted for the Teacher Followup Survey file. The pre-edit consisted of range checks on priority items to identify survey responses that have a high probability of being in error and consistency checks between selected items.

A list of reject cases, cases that failed the pre-edit checks, was generated. Clerks reviewed the questionnaires to verify the data keying accuracy and attempted to resolve the reject items. For certain cases, the clerk was required to call the respondent to resolve critical inconsistencies or to obtain critical data. There were 426 cases (8.8%) out of 4,814 stayers that failed the pre-edit rejections. There were 462 cases (22.9%) out of 2,014 leavers that failed the pre-edit rejections.

After the pre-edit reject corrections were made, the TFS file passed through an additional computer edit. This included a range check of all items in-which out-of-range items were blanked, a consistency edit that checked for completeness of reporting and consistency within each respondent's TFS record and a blanking edit that blanked items that the respondent answered despite instructions to skip that item.

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B. Interview Status Recode (ISR)

After the range check, consistency edit, and blanking edit were completed, the records were edited to determine whether the case was eligible for inclusion in the survey and, if so, whether sufficient data had been collected for the case to be classified as an interview. An interview status recode (ISR) value was then assigned to each case as a result of the edit. If 4 out of 6 the following items were completed, then an interview was in-scope for a **former teacher:** main occupation, full- part-time employment, salary, main activity for next year, plan to return to teaching, or main reason for leaving the teaching profession. If 6 out of the following 10 items were completed, then an interview was in-scope for a **current teacher:** full- part-time employment, main teaching assignment, state certification in the main teaching assignment, state certifications in the other teaching assignments, grade level, type of community, teaching in the same school as last year, main activity next year, base salary, or total earned income.

IV. Response Rates

A. Survey Response Rates

The following table summarizes the weighted response rates for the Teacher Followup Survey (shown in percents).

	Sector			
	Public		Private	
Component	Current teachers[1]	Former teachers	Current teachers[1]	Former teachers
School response rate[2]	95.0		89.0	
Teacher survey response rate[3]	91.0[5]		83.6[6]	
Teacher followup survey response rate[4]	97.4	92.4	96.2	94.1

[1]Includes stayers and movers.
[2]Percent of schools providing teacher lists for the 1990-91 SASS sample, unweighted.
[3]Percent of eligible sample teachers responding to the 1990-91 SASS Teacher Survey, weighted.
[4]Percent of eligible sample teachers responding to the 1991-92 SASS Teacher Followup Survey, weighted.
[5]These rates do not include the 5 percent of the public schools that did not provide teacher lists.
[6]These rates do not include the 11 percent of the private schools that did not provide teacher lists.

An overall response rate is the product of SASS teacher list response rate * SASS teacher response rate * TFS teacher response rate. Therefore, the overall response rate for public current teachers is 84.2, private current teachers is 71.6, public former teachers is 79.9, and private former teachers is 70.0.

B. Item Response Rates

The following table is a brief summary of the weighted item response rates for items from the questionnaires of the 1991-92 Teacher Followup Survey. A response rate for an item is defined as the number of records with valid responses to an item divided by the eligible respondents for that item.

	Former teachers	Current teachers
Range of item response rates %	67-100	57-100
Percentage of items with a response rate of 90% or more	95	87
Percentage of items with a response rate less than 80%	1	5
Items with a response rate less than 80%	3b	29a(2), 29a(3), 29b(3)

Items with low response rates (<80 percent) should be analyzed with caution. For former teachers this is: item 3b (the kind of business or industry where the respondent works). For current teachers, item 29a(2) (earnings from working in a nonteaching job in this school or any other school during the summer); item 29a(3) (earnings from working in any nonschool job during the summer) and item 29b(3) (additional compensation from working in any job outside the school system during the school year).

V. Imputation

There are a number of imputation techniques for item nonresponse in sample surveys. In general, the TFS imputation strategy was designed to estimate change in teacher data since the 1990-91 SASS. The imputation process was done in two stages. A logical imputation procedure was done first using existing TFS and SASS data to fill items with missing data. For example, if a respondent did not report the age of his/her youngest child in item 31 of the former teacher questionnaire, the response from the 1990-91 SASS teacher questionnaire (with an adjustment for an increase of one year) was imputed to item 31.

The second stage imputation is a hot deck procedure that can be described in two parts. The first part of the hot deck imputation used donors to measure change for those items that were on both the 1991-92 TFS and the 1990-91 SASS. A donor was a respondent who had similar characteristics, i.e., region, teacher level, urbanicity, highest degree, and years of experience. As an example, if a respondent did not report the base year salary for teaching in item 29 of the current teacher questionnaire, the value for that item was imputed as follows: the TFS base year salary = (the donor's current base year salary/donor's SASS base year salary) x the incomplete record's SASS base year salary.

The second part of the hot deck imputations included those TFS items not in the 1990-91 SASS. For those items the hot deck method exclusively used TFS donor data to fill items having missing data. Variables which described certain characteristics of the sample person (e.g., full-time/part-time status, instructional level for teachers) were created and used to sort the file and to match incomplete records to those with complete data (donors).

During all imputations, flags were assigned to those variables that were imputed to identify which stage of imputation was used to fill the missing data. In addition, proration was used when the total earned income (item 29c) did not equal the sum of subparts (item 29a and 29b). The subparts were proportionately adjusted to equal the total earned income. A flag was also assigned to the salary variable which was prorated. The following table is a summary of the imputation flags assigned at the first and second stage of imputation as well as proration flags.

	Percent imputed			
	Total	First stage	Second stage	Proration
Former teachers	100.0	4.4	95.6	0.0
Current teachers	100.0	25.5	61.2	13.3
Total former and current teachers	100.0	20.5	69.4	10.1

VI. Weighting

A. SASS Teacher Weights

The SASS teacher basic weight is the inverse of the probability of selection. Teacher basic weights were adjusted to account for schools that refused to participate in the teacher selection process (SASS Noninterview Adjustment), and for teachers within schools who were eligible for interview but for whom questionnaires were not

returned. In addition, the School Adjustment factor and the First-Stage ratio adjustment factor were also applied to produce the final weight.

Noninterview adjustment factors were calculated to compensate for schools eligible for the survey but not interviewed, usually because they refused to respond.

School adjustment factors were applied to certain schools to account for duplicate records, merge schools or any other circumstance that would affect the school's true probability of selection.

First stage ratio adjustment factors adjust the sample weighted count of all cases (interviewed, noninterview, and ineligible) to known frame totals. For public schools, the frame totals such as grade level by urbanicity by state came from the 1988-89 CCD. For private schools, the 1989-90 PSS was the source of totals such as grade level by association membership.

B. TFS Teacher Weights

The final TFS sample weight equals:

TFS basic weight x TFS Nonresponse Adjustment x SASS Teacher-Within-School Noninterview Adjustment x SASS Teacher Adjustment x TFS Ratio Adjustment

where:

TFS basic weight is the inverse of the probability of selecting a teacher given the teacher was selected in the SASS teacher sample. This is the product of the weight from SASS (described in previous section) and TFS subsampling adjustment factor.

TFS nonresponse adjustment is the factor used to adjust for teachers who refused to participate in the 1991-92 TFS survey.

TFS Ratio Adjustment is the factor used to adjust the TFS sample totals to known SASS sample totals. This ensures that the weighted number of TFS teachers (interviews, noninterviews, and out-of-scopes) will equal the weighted number of SASS teachers from 1990-91.

SASS Teacher-Within-School Noninterview Adjustment is the factor needed to account for teachers who were eligible for interview but refused to participate in the 1990-91 SASS.

SASS Teacher Adjustment is the factor used to adjust the counts of teachers on the 1990-91 SASS teacher file to the counts of teachers on the 1990-91 SASS school file.

VII. Reinterview Program

The purpose of the reinterview for the TFS was to find ways to improve the survey questions. Two reinterview samples were selected for the survey, the sample of current teachers contained 700 cases and the sample of former teachers contained 800 cases. The goal of the reinterview was to get approximately 500 complete reinterviews for each sample group (former and current teachers). The oversampling was done to account for the potential nonresponse that was based on the 1988-89 TFS. The actual number of reinterviews that were completed were 629 cases for current teachers and 685 cases for former teachers.

A reinterview and reconciliation was conducted for each eligible case in the reinterview sample.

Two reinterview questionnaires were used--the TFS-2(R) for former teachers and the TFS-3(R) for current teachers. Each questionnaire contained a subset of questions from its original questionnaire. After each reinterview, data from the reinterview were compared to the original answers and a reconciliation of the original response was conducted with the respondent. The reconciliation consisted of the following:

a) determining the correct answer;

b) determining if there is a difference;

c) probing with questions to find out the reason for the difference; and

d) recording and keeping track of the different reasons for the differences.

The TFS reinterviewing took place during the time period of March 9, 1991 through June 19, 1991. Each reinterview and reconciliation was conducted by telephone. An analysis of the reinterview data is in progress.

VIII. Changes to TFS Content from 1988-89 to 1991-92

Some changes to wording and the order of specific items has occurred. For items that were in both TFS and SASS the wording of the item was changed to be consistent with SASS. For example, the 1989 question, "What is your current (1988-89) primary teaching assignment field at **THIS SCHOOL**, that is, the field in which you teach the most classes?"

was reworded to be consistent with SASS as follows -- "What is your **MAIN** teaching assignment at this school, that is, the field in which you teach the most classes?"

IX. Caution Concerning the Measurement of Change Using 1988-89 and 1991-92 TFS

Care must be taken when estimating changes from 1988-89 to 1991-92 in a TFS data element, because some of the change may be due to changes in the sample design, as opposed to change in the education system. Below are design changes that might affect the measurement of change over time.

Changing the sampling frame from QED to CCD. This is a concern because the definition of a school is different between the two frames. In the 1987-88 SASS (QED) a school was defined as a physical location, while in the 1990-91 SASS (CCD) a school was defined as an administrative unit with a principal. In states which have multiple administrative units in a single physical location, the estimated change in the number of schools could increase. This increase is at least partially caused from the definition difference.

It is possible to collapse the 1990-91 SASS school sample to reflect the QED definition of school as was defined in the 1987-88 SASS, thereby eliminating this concern. However, resulting estimates may no longer be consistent with CCD estimates. To the extent that the coverage between CCD and QED are different, then part of the change in school related estimates can be attributed to this coverage difference.

Adjusting the estimated number of teachers from SASS teacher file to the estimated number of teachers from the SASS school file. This was done for 1990-91 SASS to make estimates in the files more consistent. The 1991-92 TFS estimations procedures included this adjustment as well as a ratio estimation of the TFS weighted count of teachers to the SASS weighted count of teachers. Since this was not done in the 1987-88 SASS and 1988-89 TFS, some observed distributional differences between the 1987-88 and 1990-91 SASS teacher files may be partially attributable to this adjustment. In the public 1987-88 SASS files, the teacher counts on the teacher file are smaller than the counts on the school file. In the 1990-91 SASS files, the teacher file counts are increased to equalize the estimates. This increase does not reflect a change in the educational system, but a bias correction differentially applied between the files.

Adjusting the estimated number of teachers from the TFS file to the estimated number of teachers from the SASS teacher file. This was done for the 1991-92 TFS in order to make the estimates consistent from the two years. The weighted sum of all TFS teachers (interviews, noninterviews, and out-of-scopes) is adjusted to equal the weighted number of teachers from the 1990-91 SASS teacher file. Some observed differences between the 1988-89 TFS and the 1991-92 TFS may be due in part to this weighted adjustment, and my not reflect changes in the educational system between the two years.

Missing data on the 1991-92 TFS file are imputed. All data files are adjusted for complete refusals. However, for the 1987-88 administrator and teacher files, and the 1988-89 TFS file, missing data elements within responding units were not imputed. Hence, estimates of totals implicitly use a value of zero for all missing data elements (i.e., 1988-89 totals are underestimates whenever there are missing data). The 1991-92 TFS estimates of totals use imputed values for missing data elements. Therefore, some of the measured changes between the 1988-89 TFS and 1991-92 TFS totals is due to imputing one year but not the other, rather than changes to the educational system.

Change estimates for ratios and averages are also affected by imputations in one year, but not the other. However, the magnitude and direction of the bias is unknown and dependent on the variable of interest. This part of the change is not due to a change in the educational system.

Changes in question wording. Care must also be observed in the interpretation of change estimates between 1988-89 and 1991-92 TFS since specific questions are not always worded the same from the first TFS survey to the next survey.

X. Standard errors

Estimates in this report are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replication procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the reliability of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors in the tables do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error.

Calculating the Standard Error for a Cross-Year Comparison. When analyzing the change between two survey collections, such as between 1987-88 and 1990-91, the following t statistic should be computed:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are the standard errors for time 1 and time 2, respectively. This formula is valid only for independent estimates.

XI. Definitions

A. Teacher Followup Survey (TFS) Definitions

The following Teacher Followup Survey terms are defined as they apply to TFS.

Teacher. A teacher is defined as any full-time or part-time teacher whose school reported that his/her primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school; for example, an art teacher who teaches at two or more elementary schools in the district.

Public school. A public school is defined as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included.

Private school. A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 where the instruction is not given exclusively in a private home. To be included in SASS, a school was required to provide instruction to students in at least one of grades 1-12 and not to be in a private home. (If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher). Schools that taught only prekindergarten, kindergarten, or adult education were not included.

Leavers. Teachers who left the teaching profession between school years 1990-91 and 1991-92.

Movers. Teachers who moved to a different school between school years 1990-91 and 1991-92.

Stayers. Teachers who stayed in the same school between school years 1990-91 and 1991-92.

Out-of-Scope TFS teacher. Teachers who died or left the United States between school years 1990-91 and 1991-92. The estimated number of out-of-scope TFS teachers in 1991-92 was 5,423.

B. Schools and Staffing Survey (SASS) Definitions

The following Schools and Staffing Survey definitions apply to the 1990-91 Schools and Staffing Survey and are included on each respondent's record to identify the school in which he or she taught at that time. Detailed information about a teacher's 1991-92 school was not obtained in the followup year.

Teacher. A teacher is defined as any full-time or part-time teacher whose school reported that his/her primary assignment was teaching in any of grades K-12. Itinerant teachers were included, as well as long-term substitutes who were filling the role of a regular teacher on an indefinite basis. An itinerant teacher is defined as a teacher who teaches at more than one school; for example, an art teacher who teaches at two or more elementary schools in the district.

Public school. A public school is defined as an institution which provides educational services, has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense are included.

Private school. A private school is defined as a school not in the public system that provides instruction for any of grades 1-12 where the instruction is not given exclusively in a private home. To be included in SASS, a school was required to provide instruction to students in at least one of grades 1-12 and not to be in a private home. (If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher). Schools that taught only prekindergarten, kindergarten, or adult education were not included.

Elementary school. A school that has grade 6 or lower, or "ungraded" and no grade higher than the 8th.

Secondary school. A school that has no grade lower than the 7th, or "ungraded" and has grade 7 or higher.

Combined school. A school that has grades higher than the 8th and lower than the 7th.

Special education, vocational education, alternative schools. Schools identified as special education, vocational education, or alternative schools on the sampling frame were placed in the combined stratum for sampling.

Out-of-scope SASS teacher. A sample teacher was considered out-of-scope if he or she was a short-term substitute, a student teacher, a nonteaching specialist (e.g., guidance counselor, librarian), a teacher's aide, or in some other professional or

support staff position. If a sample school was considered out-of-scope, all teachers from that school were also considered out-of-scope.

Community type. Community was derived from the "urbanicity" code (locale) developed by Johnson.[4] The locale code was based on the school's mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, an a Census code defining urban and rural areas. Locale codes were aggregated into three community types.

> **Central city**. A large central city (a central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA, but not designated as a large central city).
>
> **Urban fringe/large town**. Urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).
>
> **Rural/small town**. Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census).

Region.

> **Northeast**. Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania
>
> **Midwest**. Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas
>
> **South**. Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas

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[4]Johnson, F. (1989), *Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe*, Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).

West. Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii

School size. Size categories were based on the number of students (in head counts) who were enrolled in grades K-12 in the school on or about October 1, 1990 (as reported in Item 1 on the SASS School Questionnaire).

XII. User Notes and Comments

We are interested in your reaction to the information presented in this E.D. Tab. We welcome your recommendations for improving our survey work and data products. If you have suggestions or comments or want more information about this report, please contact:

Special Surveys and Analysis Branch
Elementary and Secondary Education Statistics Division
Office of Educational Research and Improvement
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208-5651

We are also interested in the research you do using the TFS and SASS data sets. We would be pleased to receive copies of reports, working papers, and published articles you write, which use data from the SASS. Send them to the address above.

THANK YOU FOR TAKING THE TIME TO RESPOND!

Acknowledgments

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Related Reports

The following reports are available for a fee:

- Schools and Staffing in the United States: A Statistical Profile, 1990-91 (NCES 93-146)
  Ask for stock #065-000-00581-6, $14

  Schools and Staffing in the United States: A Statistical Profile, 1987-88 (NCES 92-120)
  Ask for stock #065-00508-5, $14

  These documents provide basic information about schools in America and the teachers and principals who make up most of the elementary and secondary school work force.

- America's Teachers: Profile of a Profession (NCES 93-025)
  Ask for stock #065-000-00567-1, $13

  This report assembles data from several surveys conducted by the National Center for Education Statistics. Its purpose is to give a profile of America's teachers. Among the many topics included in this report are: the teaching work force, teacher supply and demand, teacher education and qualifications, use of resources in the school and classroom, teachers' opinions about various aspects of teaching, and the future of teachers.

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These reports are available free of charge while supplies last:

- Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1988-89 (E.D. Tab, NCES 91-128)

  This publication presents data from the 1988-89 TFS, a followup of a sample of public and private school teachers who responded to the Teacher Survey component of the 1987-88 SASS. Data presented include characteristics of teachers who left the teaching profession between school years 1987-88 and 1988-89, teachers who changed schools, and teachers who stayed in the same school. Also included are estimates of teacher attrition by field of assignment, reasons for leaving the teaching profession, and comparisons of the teaching profession with current occupations of former teachers.

- 1988-89 Teacher Followup Survey Data Users Manual (NCES 92-058)

  This publication describes in detail the process of conducting the 1988-89 TFS. It is designed to answer questions about response rates, edit procedures, sampling, weighting, variance estimation etc. It is used in conjunction with the public-use data tape.

- 1991-92 Teacher Followup Survey Data File User's Manual - Public Use Version (NCES 94-331)

- Private School Universe Survey, 1989-90 (NCES 93-122)

To order, please contact

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555 New Jersey Avenue, NW
Washington, DC 20208-5641

Appendix A

Standard Error Tables

A1.--Standard errors for attrition rates from the teaching profession, by main field of assignment: 1987-88 to 1988-89 and 1990-91 to 1991-92 (table 1)

	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	0.30	0.36	0.85	0.80
Kindergarten	0.69	1.56	2.65	2.74
General elementary	0.64	0.61	1.23	1.28
Art/music	0.79	1.44	4.38	3.26
Bilingual/ESL	3.11	2.04	--	--
Business	2.27	3.64	24.45	--
English/language arts	1.76	1.09	3.38	3.12
Health	0.81	0.85	2.99	4.37
Home economics	2.35	1.08	19.44	--
Industrial arts	1.27	0.87	--	--
Math	0.74	1.29	2.64	2.89
Reading	1.25	1.22	3.13	13.49
Social studies	1.73	1.22	2.86	3.66
Science total	1.21	1.96	2.25	2.08
Biology	0.94	1.17	5.05	3.55
Chemistry/physics	2.06	2.38	4.12	3.28
General science/earth science	2.09	3.71	3.75	3.05
Special education total	1.23	0.93	--	3.95
Mentally retarded	4.24	1.72	--	--
Learning disabled	0.65	0.92	--	2.57
Other special education	2.51	1.26	--	6.91
Vocational education	2.47	1.67	0.00	30.80
Foreign languages	++	0.44	++	3.69
All others*	0.78	1.01	3.64	3.03

--Too few cases for a reliable estimate.

*Includes computer science, remedial education, religion, gifted, prekindergarten, and all others (and foreign languages in 1987-88).

++Foreign languages in 1987-88 was included in the "All others" category.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

A2.--Standard errors for attrition rates from the teaching profession, by selected teacher characteristics: 1987-88 to 1988-89 and 1990-91 to 1991-92 (table 2)

Base year characteristics	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Total	0.30	0.36	0.85	0.80
Sex				
Male	0.52	0.60	1.72	1.91
Female	0.39	0.48	0.92	0.84
Not reported	6.96	**	--	**
Age				
Less than 30	0.91	2.30	3.79	4.91
30 to 39	1.18	1.21	2.42	2.27
30 to 39	0.59	0.76	1.59	1.65
40 to 49	0.32	0.31	1.63	1.03
30 to 39	0.82	0.95	2.45	1.91
40 to 49	4.90	4.30	5.93	4.62
50 or more	8.48	13.80	3.16	5.83
Not reported	7.24	**	5.56	**
Full-time teaching experience				
Less than 1 year	3.22	6.15	6.30	4.38
1 to 3 years	0.93	0.99	1.68	1.58
1 year	1.51	1.71	3.35	2.71
2 years	1.89	1.51	2.96	3.10
3 years	1.52	1.17	2.80	2.60
4 to 9 years	0.80	0.96	1.86	1.56
10 to 19 years	0.50	0.37	1.85	1.09
20 to 24 years	2.23	0.77	2.94	2.00
25 years or more	1.63	1.16	1.97	3.24
Not reported	4.43	**	14.48	**
Degree earned				
Less than bachelor's	1.07	11.61	5.65	5.93
Bachelor's	0.44	0.47	1.20	0.98
Master's	0.55	0.48	1.43	1.32
Education specialist	0.98	1.23	7.61	6.63
Doctorate or professional	2.36	8.34	5.21	3.68
Race/ethnicity				
White, non-hispanic	0.32	0.37	0.90	0.86
Total minority	1.21	0.84	4.73	3.05
Am. Indian, Aleut, Eskimo	1.70	0.77	15.61	18.44
Asian or Pacific Islander	2.77	5.37	10.39	6.51
Black, non-hispanic	1.84	1.45	8.35	6.76
Hispanic	0.84	0.99	6.46	4.32
Not reported	2.23	**	13.71	**
Level				
Elementary	0.41	0.40	1.03	1.07
Secondary	0.39	0.54	1.30	1.24

--Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 data were imputed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

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A3.--Standard errors for percentage of public school stayers, movers, and leavers by selected teacher characteristics: 1988-89 and 1991-92 (table 3)

Base year characteristics	1987-88			1990-91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	0.46	0.41	0.30	0.49	0.34	0.36
Sex						
Male	0.92	0.80	0.52	1.01	0.77	0.60
Female	0.61	0.51	0.39	0.62	0.46	0.48
Not reported	24.94	19.38	6.96	**	**	**
Age						
Less than 25	2.98	2.68	0.91	3.69	3.24	2.30
25 to 29	1.71	1.32	1.18	1.74	1.47	1.21
30 to 39	0.98	0.79	0.59	1.19	0.96	0.76
40 to 49	0.92	0.86	0.32	0.64	0.47	0.31
50 to 59	0.74	0.73	0.82	1.20	0.59	0.95
60 to 64	5.46	2.89	0.82	4.51	0.88	4.30
65 or more	8.48	0.00	4.90	48.87	9.07	13.80
Not reported	7.33	3.10	7.24	**	**	**
Full-time teaching experience						
Less than 1 year	6.71	4.31	3.22	9.63	8.82	6.15
1 to 3 years	1.37	1.14	0.93	1.29	0.96	0.99
1 year	1.98	1.42	1.51	2.29	1.72	1.71
2 years	2.48	2.01	1.89	2.15	1.74	1.51
3 years	2.42	1.60	1.52	1.84	1.51	1.17
4 to 9 years	1.28	0.96	0.80	1.33	1.00	0.96
10 to 19 years	0.83	0.71	0.50	0.79	0.65	0.37
20 to 24 years	1.03	1.00	0.25	1.06	0.65	0.77
25 years or more	1.65	1.11	1.63	1.30	0.62	1.16
Not reported	13.93	11.35	4.43	**	**	**
Degree earned						
Less than bachelor's	1.19	--	1.07	11.88	1.98	11.61
Bachelor's	0.64	0.48	0.44	0.73	0.46	0.47
Master's	0.94	0.80	0.55	0.73	0.65	0.48
Education specialist	2.14	1.62	0.98	2.68	2.11	1.23
Doctorate or professional	7.60	5.83	2.36	8.36	--	8.34
Race/ethnicity						
White, non-hispanic	0.55	0.49	0.32	0.50	0.35	0.37
Total minority	1.67	0.98	1.21	1.47	1.08	0.84
Am. Indian, Aleut, Eskimo	2.13	1.13	1.70	1.62	1.41	0.77
Asian or Pacific Islander	12.88	11.50	2.77	7.43	4.08	5.37
Black, non-hispanic	2.32	1.18	1.84	2.33	1.80	1.45
Hispanic	2.89	2.36	0.84	1.87	1.36	0.99
Not reported	4.43	3.61	2.23	**	**	**
Level						
Elementary	0.71	0.61	0.41	0.59	0.50	0.40
Secondary	0.56	0.48	0.39	0.75	0.48	0.54

-- Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 data were imputed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

A4.--Standard errors for percentage of private school stayers, movers, and leavers by selected teacher characteristics: 1988-89 and 1991-92 (table 4)

Base year characteristics	1987-88			1990-91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	1.31	0.70	0.85	0.90	0.51	0.80
Sex						
Male	2.20	1.13	1.72	2.01	0.80	1.91
Female	1.38	0.75	0.92	1.03	0.65	0.84
Not reported	0.00	--	0.00	**	**	**
Age						
Less than 25	6.82	4.79	3.79	5.29	3.15	4.91
25 to 29	3.99	2.25	2.42	2.89	1.63	2.27
30 to 39	2.34	1.37	1.59	1.94	1.15	1.65
40 to 49	2.15	1.18	1.63	1.51	1.20	1.03
50 to 59	3.19	1.90	2.45	2.28	1.08	1.90
60 to 64	6.73	1.85	5.93	4.87	0.86	4.62
65 or more	4.26	2.07	3.16	6.50	2.16	5.83
Not reported	11.87	8.26	5.56	**	**	**
Full-time teaching experience						
Less than 1 year	7.15	1.94	6.30	4.57	1.32	4.38
1 to 3 years	2.53	1.64	1.68	1.72	1.00	1.58
1 year	4.61	3.08	3.35	3.08	2.20	2.71
2 years	4.19	2.44	2.96	3.36	1.28	3.10
3 years	4.19	2.36	2.80	3.10	1.83	2.60
4 to 9 years	2.46	1.28	1.86	2.24	1.53	1.56
10 to 19 years	2.47	1.45	1.85	1.41	0.78	1.09
20 to 24 years	5.33	4.44	2.94	2.29	0.86	2.00
20 years or more	2.69	1.77	1.97	3.44	0.68	3.24
Not reported	20.42	8.61	14.48	**	**	**
Degree earned						
Less than bachelor's	8.23	6.39	5.65	6.14	1.57	5.93
Bachelor's	1.81	0.90	1.20	1.15	0.74	0.98
Master's	1.76	1.02	1.43	1.33	0.70	1.32
Education specialist	9.99	4.04	7.61	7.93	4.04	6.63
Doctorate or professional	5.45	--	5.21	3.70	--	3.68
Race/ethnicity						
White, non-hispanic	1.32	0.68	0.90	1.02	0.55	0.86
Total minority	5.85	2.87	4.73	3.60	2.32	3.05
Am. Indian, Aleut, Eskimo	31.19	24.35	15.61	18.44	--	18.44
Asian or Pacific Islander	11.78	--	10.39	6.95	1.35	6.51
Black, non-hispanic	7.93	9.08	8.35	6.92	1.61	6.76
Hispanic	7.65	3.45	6.46	5.19	4.44	4.32
Not reported	15.76	7.80	13.71	**	**	**
Level						
Elementary	1.38	0.85	1.03	1.30	0.88	1.07
Secondary	1.83	1.05	1.30	1.31	0.65	1.24

-- Too few cases for a reliable estimate.

**The 1987-88 data were not imputed; 1990-91 data were imputed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

A5.– –Standard errors for percentage of public school stayers, movers, and leavers by selected school characteristics: 1988–89 and 1991–92 (table 5)

Base year characteristics	1987–88			1990–91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	0.46	0.41	0.30	0.49	0.34	0.36
School level						
Elementary	0.69	0.55	0.39	0.61	0.45	0.45
Secondary	0.87	0.79	0.42	0.97	0.65	0.62
Combined	1.78	1.12	1.35	3.28	3.14	1.25
Not reported	2.30	1.51	1.85	1.69	1.38	0.84
School size						
Less than 150	2.47	1.93	0.98	2.26	1.79	1.06
150–299	2.03	1.86	0.54	1.71	1.42	0.78
300–499	1.13	0.83	0.73	1.17	0.91	0.83
500–749	1.15	0.74	0.77	0.95	0.73	0.68
750 or more	0.95	0.83	0.47	0.66	0.41	0.54
Not reported	2.30	1.51	1.85	1.69	1.38	0.84
Minority status						
Less than 5%	1.04	0.84	0.56	0.88	0.61	0.57
5 to 19%	1.24	0.92	0.74	0.86	0.77	0.74
20 to 49%	1.08	0.80	0.64	1.30	0.97	0.73
50% or more	1.34	1.08	0.66	0.95	0.68	0.66
Not reported	2.30	1.51	1.85	1.69	1.38	0.84
Community type						
Central city	*	*	*	1.06	0.81	0.69
Urban fringe/large town	*	*	*	0.98	0.70	0.78
Rural/small town	*	*	*	0.73	0.53	0.42
Not reported	*	*	*	1.69	1.38	0.84
Region						
Northeast	1.04	0.82	0.57	1.09	0.92	0.64
Midwest	1.20	0.86	0.69	0.81	0.66	0.55
South	0.81	0.70	0.60	0.92	0.71	0.58
West	1.30	1.08	0.78	0.98	0.75	0.92
Not reported	2.30	1.51	1.85	**	**	**

**The 1987–88 data were not imputed; 1990–91 data were imputed.
*Community types for 1987–88 and 1990–91 are not comparable. In the 1987–88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990–91 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987–88 CCD Public School Universe", Technical Report, Data Series: SP–CCD–87188–7.4, CS 89–194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

A6.--Standard errors for percentage of private school stayers, movers, and leavers by selected school characteristics: 1988-89 and 1991-92 (table 6)

Base year characteristics	1987-88			1990-91		
	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Total	1.31	0.70	0.85	0.90	0.51	0.80
School level						
Elementary	1.49	1.07	0.99	0.93	0.75	1.02
Secondary	3.11	1.39	2.38	1.91	0.86	1.51
Combined	2.41	1.29	2.20	2.35	1.34	1.80
Not reported	3.20	2.72	2.60	3.37	1.41	3.45
School size						
Less than 150	4.16	2.69	2.69	2.97	1.76	2.43
150-299	2.21	1.19	1.63	1.59	0.75	1.49
300-499	3.08	1.50	2.15	1.39	0.99	1.26
500-749	2.37	1.56	1.74	2.68	1.37	2.11
750 or more	4.00	1.74	3.14	2.61	0.78	2.58
Not reported	3.20	2.72	2.60	3.37	1.41	3.45
Minority status						
Less than 5%	2.33	1.25	1.67	1.58	1.21	1.47
5 to 19%	2.07	1.20	1.37	1.66	0.86	1.40
20 to 49%	5.08	2.23	4.18	2.13	0.98	2.01
50% or more	4.05	2.54	2.85	2.83	2.13	2.35
Not reported	3.20	2.72	2.60	3.36	1.42	3.44
Community type						
Central city	*	*	*	1.48	0.55	1.47
Urban fringe/large town	*	*	*	1.56	1.01	1.03
Rural/small town	*	*	*	2.32	1.71	1.98
Not reported	*	*	*	3.37	1.41	3.45
Region						
Northeast	2.51	1.75	1.58	1.77	0.80	1.52
Midwest	1.71	1.21	1.10	1.85	0.91	1.66
South	2.86	1.21	2.18	1.84	0.72	1.79
West	4.46	1.82	3.67	2.24	1.97	1.16
Not reported	3.20	2.72	2.60	**	**	**

**The 1987-88 data were not imputed; 1990-91 data were imputed.

*Community types for 1987-88 and 1990-91 are not comparable. In the 1987-88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990-91 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987-88 CCD Public School Universe", Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

A7. – –Standard errors for characteristics of schools to which teachers moved: 1988–89 and 1991–92 (table 7)

TFS school characteristics	Public		Private	
	1987–88	1990–91	1987–88	1990–91
Sector				
Public	1.83	1.62	2.96	3.94
Private	0.56	1.62	3.02	3.94
Not reported	1.76	**	2.15	**
Region				
Northeast	1.75	2.37	4.36	3.00
Midwest	2.17	2.13	3.18	3.74
South	2.55	2.89	3.01	3.26
West	2.23	2.05	2.11	3.94
Community type				
Central City	*	2.75	*	3.69
Urban fringe/large town	*	2.55	*	4.11
Rural/small town	*	2.44	*	4.05
Not reported	*	0.78	*	1.82

**The 1987–88 data were not imputed; 1990–91 data were imputed.
*Community types for 1987–88 and 1990–91 are not comparable. In the 1987–88 SASS, respondents reported whether they lived in a rural, suburban, urban or other type of community. In the 1990–91 SASS, the community type of the school was defined by LOCALE codes created by Johnson. Johnson, F. (1989), "Assigning Type of Locale Codes to the 1987–88 CCD Public School Universe", Technical Report, Data Series: SP–CCD–87188–7.4, CS 89–194 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

A8. – – Standard errors for current primary occupational status of former teachers: 1988–89 and 1991–92 (table 8)

Primary occupational status	Public		Private	
	1987–88	1990–91	1987–88	1990–91
Retired	2.43	2.53	1.47	1.95
Homemaking and/or child rearing	3.23	3.19	3.18	2.13
Working in an elementary or secondary school with an assignment other than teaching	2.51	2.13	1.65	1.52
Working in an occupation outside of elementary or secondary education	1.73	2.03	2.54	3.65
Other	1.44	2.23	2.49	3.02
Attending a college or university	0.69	1.57	1.62	2.23
Disabled	0.19	0.34	0.23	0.18

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

A9. – –Standard errors for current occupational status of former teachers working in an occupation outside of elementary or secondary education: 1988–89 and 1991–92 (table 9)

Job	Public		Private	
	1987–88	1990–91	1987–88	1990–91
Employee of a private company, business, or individual for wages, salary, or commission	3.62	6.94	3.70	5.44
Federal/State/Local government employee	2.40	4.40	2.67	3.66
Self–employed in own business, professional practice, or farm	2.56	4.75	2.77	4.67
Working without pay in a family business or farm	– –	– –	0.99	0.00
Working without pay in a volunteer job	0.00	0.00	0.00	– –

– –Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

A10. – – Standard errors for main reason why former teachers left the teaching profession: 1988–89 and 1991–92 (table 10)

Reason	Public		Private	
	1987–88	1990–91	1987–88	1990–91
To retire	2.42	2.63	1.37	1.84
Pregnancy/child rearing	2.86	2.30	3.34	1.88
Family or personal move	1.51	2.49	2.60	2.10
School staffing action	0.80	2.40	1.31	2.10
Dissatisfied with teaching as a career	1.25	1.99	1.58	1.40
To pursue another career	2.39	1.64	1.78	2.47
To take courses to improve career opportunities in the field of education	0.58	1.57	1.64	0.83
Other family or personal reason	1.32	1.36	1.62	2.57
Health	0.39	1.51	0.51	1.05
For better salary or benefits	0.91	0.67	1.36	1.74
To take a sabbatical or other break from teaching	1.53	0.45	1.71	0.77
To take courses to improve career opportunities outside the field of education	0.40	0.56	0.89	2.07
Not reported	0.33	**	0.35	**

**The 1987–88 data were not imputed; 1990–91 data were imputed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

A11.--Standard errors for what current and former teachers expect their main activity will be during the next school year: 1988-89 and 1991-92 (table 11)

Activity	Current teachers		Former teachers	
	1987-88	1990-91	1987-88	1990-91
Public				
Teaching any of grades K-12	0.71	0.46	2.24	2.51
Working in non-teaching occupation in education	0.32	0.27	2.32	2.27
Retired	0.30	0.24	2.25	2.87
Homemaking and/or child rearing	0.16	0.21	2.45	2.02
Working outside the field of education	0.22	0.13	1.26	1.74
Attending a college or university	0.13	0.12	0.89	1.40
Unemployed and seeking work	0.10	0.08	0.23	0.49
Teaching at pre-K or post-sec level	0.06	0.07	0.62	1.32
Other	0.36	0.03	1.70	2.00
Military	0.00	0.00	0.00	0.00
Not reported	0.12	**	0.24	**
Private				
Teaching any of grades K-12	1.39	0.73	2.36	2.59
Working in non-teaching occupation in education	0.54	0.38	1.62	1.97
Retired	0.40	0.16	1.32	1.64
Homemaking and/or child rearing	0.73	0.33	3.25	1.73
Working outside the field of education	0.56	0.30	1.87	3.07
Attending a college or university	0.52	0.32	1.96	1.51
Unemployed and seeking work	0.04	0.32	0.67	1.11
Teaching at pre-K or post-sec level	0.25	0.17	0.37	2.04
Other	0.70	0.17	2.46	2.63
Military	0.00	0.00	--	--
Not reported	0.38	**	0.38	**

--Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 data were imputed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

A12.--Standard errors for percentage of former teachers who reported "dissatisfied with teaching as a career" as one of three main reasons for leaving the profession, by main area of dissatisfaction: 1988-89 and 1991-92 (table 12)

Area of dissatisfaction	Public		Private	
	1987-88	1990-91	1987-88	1990-91
Inadequate support from administration	4.32	6.76	6.07	6.43
Poor student motivation to learn	6.62	4.52	4.54	8.80
Intrusions on teaching time	++	6.06	++	--
Lack of control over own classrooms	0.91	7.66	--	--
Student discipline problems	1.92	2.45	4.46	2.48
Inadequate time to prepare lesson plans	++	3.20	++	2.46
Poor opportunity for professional advancement	3.98	1.41	3.69	--
Lack of influence over school policies and practices	1.84	1.27	1.62	3.29
Lack of community support for schools	++	1.60	++	0.00
Unsafe working environment	0.64	2.33	--	0.00
Interference from others regarding what I taught	++	0.84	++	0.99
Class sizes too large	1.09	0.57	1.71	--
Generally poor working conditions	1.13	0.58	3.43	--
Poor salary	1.96	0.35	4.35	6.42
Lack of professional competence of colleagues	0.93	0.25	2.12	--
Not reported	1.03	**	2.87	**

--Too few cases for a reliable estimate.
**The 1987-88 data were not imputed; 1990-91 data were imputed.
++Not asked on 1988-89 Teacher Followup Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988-89 and 1991-92.

A13. – – Standard Errors for percentage of movers who reported "dissatisfied with the previous school" as one of three main reasons for changing schools, by main area of dissatisfaction: 1988–89 and 1991–92 (table 13)

Area of dissatisfaction	Public		Private	
	1987–88	1990–91	1987–88	1990–91
Inadequate support from administration	4.37	6.34	5.54	9.45
Unsafe working environment	1.02	7.35	– –	– –
Lack of professional competence of colleagues	1.96	2.55	2.50	2.16
Class sizes too large	1.71	2.61	– –	0.00
Lack of community support for schools	+ +	2.04	+ +	– –
Poor student motivation to learn	1.96	2.08	– –	– –
Generally poor working conditions	1.62	1.59	2.33	4.32
Student discipline problems	1.16	1.41	1.27	– –
Interference from others regarding what I taught	+ +	1.64	+ +	4.06
Lack of influence over school policies and practices	1.98	1.50	1.37	4.05
Poor opportunity for professional advancement	5.46	1.37	2.54	7.97
Lack of control over own classrooms	1.23	1.59	– –	– –
Poor salary	1.27	0.93	5.53	2.67
Inadequate time to prepare lesson plans	+ +	1.01	+ +	0.00
Intrusions on teaching time	+ +	0.77	+ +	0.00
Not reported	0.98	**	0.72	**

– – Too few cases for a reliable estimate.
**The 1987–88 data were not imputed; 1990–91 data were imputed.
+ + Not asked on 1988–89 Teacher Followup Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

A14 – – Standard errors for percentage of public school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988 – 89 and 1991 – 92 (table 14)

Step	1987 – 88			1990 – 91		
	Stayer	Mover	Leaver	Stayer	Mover	Leaver
Providing higher salaries or better fringe benefits	1.40	2.20	2.83	0.90	2.71	3.14
Decreasing class size	0.60	0.79	1.35	0.69	1.35	2.09
Dealing more effectively with student discipline and making schools safer	0.68	1.07	1.68	0.69	1.56	2.30
Giving teachers more authority in the school and in their own classrooms	0.65	0.68	1.61	0.73	0.95	2.62
Reducing teacher workload	0.40	1.32	0.52	0.46	0.49	0.69
Reducing the paperwork burden on teachers	0.47	0.64	1.26	0.39	1.05	1.07
Improving opportunities for professional advancement	0.44	1.31	2.16	0.35	1.49	0.49
Increasing parent involvement in the schools	0.34	0.46	0.34	0.36	0.94	0.81
Increasing standards for students' academic performance	0.31	0.50	0.52	0.38	0.36	0.55
Providing better resources and materials for classroom use	0.33	0.33	1.33	0.30	0.94	1.09
Giving special recognition to outstanding teachers	+ +	+ +	+ +	0.32	0.43	0.64
Providing merit pay or other pay incentives to teachers	0.36	0.34	1.69	0.32	0.27	0.30
Providing more support for new teachers (e.g. mentor teacher programs)	0.32	0.37	0.34	0.23	0.36	0.81
Providing teacher training in content areas and instructional methods	0.16	0.10	0.27	0.22	0.69	1.43
Providing tuition reimbursement for coursework required for certification or career advancement	+ +	+ +	+ +	0.17	0.29	0.15
Revising health insurance program to include stress reduction training (e.g. seminars, counseling)	+ +	+ +	+ +	0.11	0.02	0.35
Not reported	0.15	1.34	0.37	**	**	**

**The 1987 – 88 data were not imputed, 1990 – 91 data were imputed.
+ + Not asked on 1988 – 89 Teacher Followup Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988 – 89 and 1991 – 92.

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A15 – – Standard errors for percentage of private school teachers who think that each step is the most effective step that schools might take to encourage teachers to remain in teaching: 1988–89 and 1991–92 (table 15)

Step	1987–88			1990–91		
	Stayer	Mover	Leaver	Stayer	Mover	Leaver
Providing higher salaries or better fringe benefits	2.35	4.03	2.82	1.62	3.55	3.61
Decreasing class size	0.66	1.81	0.61	0.82	1.67	1.06
Dealing more effectively with student discipline and making schools safer	1.01	2.70	2.14	1.11	2.13	2.60
Giving teachers more authority in the school and in their own classrooms	1.42	1.25	0.93	0.60	2.92	1.29
Reducing teacher workload	0.64	0.88	2.27	0.51	0.88	1.27
Reducing the paperwork burden on teachers	0.94	1.84	0.70	0.51	1.78	1.16
Improving opportunities for professional advancement	1.11	0.63	0.70	0.51	1.72	1.06
Increasing parent involvement in the schools	0.51	0.91	1.47	0.70	1.49	0.99
Increasing standards for students' academic performance	0.67	0.38	0.90	0.58	1.14	1.73
Providing better resources and materials for classroom use	0.63	0.32	0.29	0.55	0.60	1.09
Giving special recognition to outstanding teachers	++	++	++	0.35	0.58	1.22
Providing merit pay or other pay incentives to teachers	0.83	0.63	0.33	0.52	0.82	1.09
Providing more support for new teachers (e.g., mentor teacher programs)	0.40	0.73	0.69	0.43	0.85	0.71
Providing teacher training in content areas and instructional methods	0.41	0.23	0.45	0.29	0.89	2.08
Providing tuition reimbursement for coursework required for certification or career advancement	++	++	++	0.39	4.03	0.55
Revising health insurance program to include stress reduction training (e.g. seminars, counseling)	++	++	++	– –	– –	1.08
Not reported	0.55	2.95	0.33	**	**	**

– – Too few cases for a reliable estimate.
**The 1987–88 data were not imputed; 1990–91 data were imputed.
++Not asked on 1988–89 Teacher Followup Survey.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Teacher Followup Survey, 1988–89 and 1991–92.

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Appendix B

Teacher Followup Survey--Questionnaire for Current Teachers

FORM **TFS-3**
(12-12-91)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

TEACHER FOLLOW-UP SURVEY

Questionnaire for Current Teachers

1991–1992

OMB No. 1850-0621
Approval Expires 12/31/92

This report is authorized by law (20 U.S.C. 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

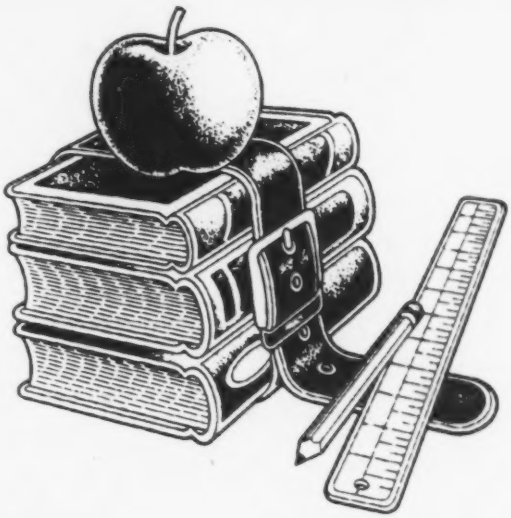
Are you currently teaching — full-time, part-time, or as a long-term substitute — in grades K through 12?

002

1 ☐ Yes — *Please continue with this survey.*

2 ☐ No — ***Stop now*** *and return this form to the Bureau of the Census in the enclosed envelope. You will be sent another form for teachers who have left their teaching positions.*

(Please correct any error in name, address, and ZIP Code)



THIS SURVEY HAS BEEN ENDORSED BY —

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Bureau of Indian Affairs, Indian Education
Council for American Private Education
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Independent Schools
National Association of Secondary School Principals
National Catholic Educational Association
National Education Association

003

3 ☒ ***OFFICE USE ONLY***

Dear Schools and Staffing Survey Participant:

Thank you for your participation in last year's Schools and Staffing Survey, sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The information you provided will greatly enhance the Nation's knowledge about the teaching work force and its workplace conditions.

This year we are following up a sample of last year's teachers to determine how many have left the teaching profession and to collect information on factors related to teachers' decisions to remain in or to leave the profession. There is concern about teacher shortages and the availability of an adequate supply of highly qualified personnel. The Teacher Follow-up Survey will provide valuable information regarding teacher attrition.

The U.S. Bureau of the Census is conducting the Teacher Follow-up Survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual teacher participating in the survey.

The sampling of teachers (and former teachers) minimizes overall response burden. However, the value of each individual response is greatly increased because it represents other teachers (or former teachers). I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001**, in the preaddressed envelope enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

EMERSON J. ELLIOTT
Acting Commissioner

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0621, Washington, DC 20503.

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll free, at 1-800-221-1204.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

Remarks

SECTION 1 – EMPLOYMENT AND TEACHING STATUS

1. Of the following, which is your MAIN activity and which, if any, is your OTHER main activity? MAIN and OTHER main activity is defined in terms of the amount of time you spend on each during the normal work week. If your time is equally divided between two occupations or activities, e.g., you are retired but have returned part time to teaching, list either one as MAIN and the remaining one as OTHER.

In the appropriate boxes on the right, enter the number of your main and other main activity from the list below.

1 Teaching in an elementary or secondary school

2 Working in an elementary or secondary school with an assignment OTHER THAN teaching

3 Working in an occupation outside of elementary or secondary education

4 Student at a college or university

5 Caring for family members

6 Retired

7 Other – *Please specify*

_____

_____

104 ☐ Main activity

105 ☐ Other main activity

106 1 ☐ Check here if your time is equally divided between your main and other main activity

SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

2. Which of the following categories describes your position as a school EMPLOYEE?

Mark (X) only one box.

107
1 ☐ Full-time employee
2 ☐ ¾ time or more, but less than full-time employee
3 ☐ ½ time or more, but less than ¾ time employee
4 ☐ ¼ time or more, but less than ½ time employee
5 ☐ Less than ¼ time employee

3a. How much time do you work as a TEACHER at this school?

Mark (X) only one box.

108
1 ☐ Full-time teacher
2 ☐ ¾ time or more, but less than full-time teacher
3 ☐ ½ time or more, but less than ¾ time teacher
4 ☐ ¼ time or more, but less than ½ time teacher
5 ☐ Less than ¼ time teacher

b. Which of the following categories best describes your teaching assignment?

Mark (X) only one box.

109
1 ☐ Regular full-time or part-time teacher
2 ☐ Itinerant teacher (i.e., your assignment requires you to provide instruction at more than one school)
3 ☐ Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)

4. If you are a full-time school or district employee with less than a full-time teaching assignment, which of these best describes your other assignment at this school?

Mark (X) only one box.

110
1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Counselor
3 ☐ Librarian/media specialist
4 ☐ Coach
5 ☐ Other professional staff (e.g., department head, curriculum coordinator)
6 ☐ Support staff (e.g., secretary, aide)
7 ☐ Other – *Describe* ➞ _____
8 ☐ Not applicable

TEACHING ASSIGNMENT FIELD CODES FOR QUESTIONS 5a and b

01 Prekindergarten
02 Kindergarten
03 General elementary

Special areas
86 American Indian studies (Native American)
10 Art
12 Basic skills and remedial education
13 Bilingual education
17 Computer science
18 Dance
19 Drama/theater
21 English/language arts
23 English as a second language
26 Gifted
28 Home economics
16 Journalism
33 Mathematics
35 Military science
37 Music
39 Philosophy
40 Physical education, health
43 Reading
44 Religion
47 Social studies/social science

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign language

Science
57 Biology/life science
58 Chemistry
59 Geology/earth science/space science
60 Physics
61 General and all other science

Vocational education
05 Accounting
06 Agriculture
14 Business, marketing
27 Health occupations
30 Industrial arts
49 Trade and industry
50 Technical
83 Other vocational education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

84 All others

5a. What is your MAIN teaching assignment at this school, that is, the field in which you teach the most classes?

Enter your main teaching assignment field and the two-digit code from the list above. If your teaching schedule is divided equally between two fields, record either field as your main assignment for this item, mark box 1, and enter the code for the other field in question 5b.

111 ☐☐ Code _____ Main assignment field

112
1 ☐ Teaching assignment equally divided between two fields

b. Do you teach classes in OTHER fields at this school?

113
1 ☐ Yes – **In what field do you teach the second most classes?**
Use the assignment field codes listed above. ➞ 114 ☐☐ Code
2 ☐ No

FORM TFS-3 (12-12-91)

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SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

6a. Do you have a teaching certificate in this state in your MAIN teaching assignment field?

115
1 ☐ Yes – *Continue with b*
2 ☐ No – *SKIP to question 7a*

b. What type of certification do you hold in this field?

Mark (X) only one box.

116
1 ☐ Advanced professional certificate
2 ☐ Regular or standard state certification (the standard certification offered in your state)
3 ☐ Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
4 ☐ Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

c. Was this certificate granted within the last 12 months?

117
1 ☐ Yes
2 ☐ No

7a. Do you have a teaching certificate in this state in your OTHER teaching assignment field at this school?

118
1 ☐ Yes – *Continue with b*
2 ☐ No
3 ☐ Not applicable; I do not have another teaching assignment field. } *SKIP to question 8*

b. What type of certification do you hold in this field?

Mark (X) only one box.

119
1 ☐ Advanced professional certificate
2 ☐ Regular or standard state certification (the standard certification offered in your state)
3 ☐ Probationary certification (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
4 ☐ Temporary, provisional, or emergency certification (requires additional coursework before regular certification can be obtained)

c. Was this certificate granted within the last 12 months?

120
1 ☐ Yes
2 ☐ No

8. In what grade levels are the students in your classes at THIS school?

Mark (X) all that apply.

121 1 ☐ Ungraded
122 2 ☐ Prekindergarten
123 3 ☐ Kindergarten
124 4 ☐ 1st
125 5 ☐ 2nd
126 6 ☐ 3rd
127 7 ☐ 4th
128 8 ☐ 5th
129 9 ☐ 6th
130 10 ☐ 7th
131 11 ☐ 8th
132 12 ☐ 9th
133 13 ☐ 10th
134 14 ☐ 11th
135 15 ☐ 12th
136 16 ☐ Postsecondary

9. Which of the following best describes the community in which this school is located?

Mark (X) only one box.

137
1 ☐ A rural or farming community
2 ☐ A small city or town of fewer than 50,000 people that is not a suburb of a larger city
3 ☐ A medium-sized city (50,000 to 100,000 people)
4 ☐ A suburb of a medium-sized city
5 ☐ A large city (100,000 to 500,000 people)
6 ☐ A suburb of a large city
7 ☐ A very large city (over 500,000 people)
8 ☐ A suburb of a very large city
9 ☐ A military base or station
10 ☐ An Indian reservation

SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

10. Are you currently teaching in the SAME school as you were last year when you completed the Schools and Staffing Survey?

138
1 ☐ Yes – *SKIP to question 15 on page 8*
2 ☐ No – *Continue with question 11*

11. Are you currently teaching in the same state as you were last year when you completed the Schools and Staffing Survey?

139
1 ☐ Yes
2 ☐ No – **In which state or country are you teaching now?**

140 ☐☐

12. Which of the following best describes your move from last year's school to this year's school?

Mark (X) only one box.

141
1 ☐ Moved from one public school to another public school in the SAME school district
2 ☐ Moved from one public school district to another public school district
3 ☐ Moved from a private school to a public school

SKIP to question 14

4 ☐ Moved from one private school to another private school
5 ☐ Moved from a public school to a private school

Continue with question 13

13. Is the private school in which you currently teach affiliated with the Roman Catholic Church or another religious organization, or is it non-religious? *Mark (X) only one box.*

142
1 ☐ Religious – Roman Catholic
2 ☐ Religious – Non-Roman Catholic
3 ☐ Non-Religious

Remarks

SECTION I – EMPLOYMENT AND TEACHING STATUS – Continued

POSSIBLE REASONS FOR LEAVING PREVIOUS SCHOOL

(Use codes to answer questions 14a, b, and c.)

01 Family or personal move
02 For better salary or benefits
03 For a better teaching assignment (subject area or grade level)
04 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)
05 Dissatisfied with the previous school

14a. What was your main reason for leaving the school in which you taught last year?
Enter code from above.

143 ☐☐ Code — Main reason

b. Did you have a second reason for leaving?

144 1 ☐ Yes – **What was your second reason?** *(Enter code, then continue with question 14c.)* → 145 ☐☐ Code
2 ☐ No – *SKIP to question 14d*

c. Did you have a third reason for leaving?

146 1 ☐ Yes – **What was your third reason?** *(Enter code.)* → 147 ☐☐ Code
2 ☐ No

14d. Did you enter code 05 for one of your reasons in question 14a, b, or c?

148 1 ☐ Yes – *Continue with question 14e*
2 ☐ No – *SKIP to question 15*

POSSIBLE AREAS OF DISSATISFACTION

(Use codes to answer questions 14e, f, and g.)

01 Poor opportunity for professional advancement
02 Inadequate support from administration
03 Unsafe working environment
04 Lack of influence over school policies and practices
05 Lack of control over own classroom
06 Lack of community support for schools
07 Intrusions on teaching time (i.e., not enough time working directly with teaching students)
08 Interference from others regarding what I taught (e.g., censorship, pressure to teach doctrines/theories I didn't support, etc.)
09 Inadequate time to prepare lesson/teaching plans
10 Lack of professional competence of colleagues
11 Poor student motivation to learn
12 Generally poor working conditions
13 Class sizes too large
14 Student discipline problems
15 Poor salary

14e. What was your main area of dissatisfaction with teaching in your previous school?
Enter code from above.

149 ☐☐ Code — Main dissatisfaction

f. Did you have a second area of dissatisfaction?

150 1 ☐ Yes – **What was your second area?** *(Enter code, then continue with question 14g.)* → 151 ☐☐ Code
2 ☐ No – *SKIP to question 15*

g. Did you have a third area of dissatisfaction?

152 1 ☐ Yes – **What was your third area?** *(Enter code.)* → 153 ☐☐ Code
2 ☐ No

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SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS

15. Have you earned any new degrees in the past 12 months?

154 1 ☐ Yes – *Continue with question 16*
2 ☐ No – *SKIP to question 20*

16. When did you earn this degree?

155 ☐☐ Month 156 1 9 ☐☐ Year

17. What type of degree is it?

Mark (X) only one box.

157 1 ☐ Associate degree
2 ☐ Bachelor's
3 ☐ Master's
4 ☐ Education specialist or professional diploma (at least one year beyond Master's level)
5 ☐ Doctorate (e.g., Ph.D., Ed.D.)
6 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

MAJOR FIELD OF STUDY CODES FOR QUESTIONS 18 AND 22

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education
46 Science education
48 Social studies/social sciences education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
88 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 Other

18. What is the major field of study for your NEW degree? *(Enter the field and two-digit code from the list above.)*

158 ☐☐ Code _____ Major field

19. For what purpose did you earn this degree?

Mark (X) only one box.

159 1 ☐ To increase salary
2 ☐ For professional development in current field
3 ☐ To teach in a different field than the one taught last year
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education other than current job
6 ☐ Other – *Specify* _____

20. Are you currently enrolled in a degree program?

Mark (X) only one box.

160 1 ☐ No – *SKIP to question 24*
2 ☐ Yes, as a full-time student } *Continue with question 21*
3 ☐ Yes, as a part-time student }

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – Continued

21. What type of degree are you pursuing?

Mark (X) only one box.

161

1 ☐ Associate degree
2 ☐ Bachelor's
3 ☐ Master's
4 ☐ Education specialist or professional diploma (at least one year beyond Master's level)
5 ☐ Doctorate (e.g., Ph.D., Ed.D.)
6 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

22. What is the major field of study for the degree you are pursuing?

(Enter the field and two-digit code from the list on page 8.)

162

☐☐ _____
Code Major field

23. For what purpose are you pursuing this degree?

Mark (X) only one box.

163

1 ☐ To increase teacher salary
2 ☐ For professional development in current teaching field
3 ☐ To teach in another field
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education
6 ☐ Other – *Specify* _____

24. How long do you plan to remain in teaching?

Mark (X) only one box.

164

1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
Continue with question 25

3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave teaching as soon as I can
5 ☐ Undecided at this time
SKIP to question 26

25. In how many years do you plan to retire from teaching?

165

_____ Years

26. What do you expect your MAIN activity will be during the NEXT SCHOOL YEAR (1992–93)?

Mark (X) only one box.

166

1 ☐ Teaching in this school
2 ☐ Teaching in another school in this school system
3 ☐ Teaching in another public school system
4 ☐ Teaching in a private school
5 ☐ Teaching in a preschool
6 ☐ Teaching at the postsecondary level
7 ☐ Working as a substitute teacher
8 ☐ Student at a college or university
9 ☐ Working in a nonteaching occupation in the field of education
10 ☐ Working in an occupation outside the field of education
11 ☐ Caring for family members
12 ☐ Unemployed and seeking work
13 ☐ Military service
14 ☐ Retired

SECTION III – YOUR OPINIONS

POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS TO REMAIN IN TEACHING

(Use codes to answer questions 27a, b, and c.)

01 Providing higher salaries or better fringe benefits
02 Improving opportunities for professional advancement
03 Dealing more effectively with student discipline and making schools safer
04 Giving teachers more authority in the school and in their own classrooms
05 Increasing standards for students' academic performance
06 Providing better resources and materials for classroom use
07 Decreasing class size
08 Giving special recognition and/or special assignments to excellent or outstanding teachers
09 Reducing the paperwork burden on teachers
10 Providing more support for new teachers (e.g., mentor teacher programs)
11 Increasing parent involvement in the schools
12 Reducing teacher workload
13 Providing merit pay or other pay incentives to teachers
14 Providing teacher training in content areas and instructional methods
15 Providing tuition reimbursement for coursework required for certification or career advancement
16 Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options

27a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?

Enter code from above.

167 ☐☐ Most effective step
Code

b. What would be the second most effective step?

Enter code from above.

168 ☐☐ Second step
Code

c. What would be the third most effective step?

Enter code from above.

169 ☐☐ Third step
Code

Remarks

SECTION III – YOUR OPINIONS – Continued

28. How satisfied are you with EACH of the following aspects of teaching? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –	Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
(1) Salary	170 1 ☐	2 ☐	3 ☐	4 ☐
(2) Opportunities for professional advancement	171 1 ☐	2 ☐	3 ☐	4 ☐
(3) Recognition and support from administrators	172 1 ☐	2 ☐	3 ☐	4 ☐
(4) Safety of school environment	173 1 ☐	2 ☐	3 ☐	4 ☐
(5) Your influence over school policies and practices	174 1 ☐	2 ☐	3 ☐	4 ☐
(6) Autonomy or control over your own classroom	175 1 ☐	2 ☐	3 ☐	4 ☐
(7) Professional prestige	176 1 ☐	2 ☐	3 ☐	4 ☐
(8) Benefits	177 1 ☐	2 ☐	3 ☐	4 ☐
(9) Procedures for performance evaluation	178 1 ☐	2 ☐	3 ☐	4 ☐
(10) Teaching load	179 1 ☐	2 ☐	3 ☐	4 ☐
(11) Availability of resources and materials/equipment for your classroom	180 1 ☐	2 ☐	3 ☐	4 ☐
(12) General work conditions	181 1 ☐	2 ☐	3 ☐	4 ☐
(13) Job security	182 1 ☐	2 ☐	3 ☐	4 ☐
(14) Professional caliber of colleagues	183 1 ☐	2 ☐	3 ☐	4 ☐
(15) Intellectual challenge	184 1 ☐	2 ☐	3 ☐	4 ☐
(16) Student motivation to learn	185 1 ☐	2 ☐	3 ☐	4 ☐
(17) School learning environment	186 1 ☐	2 ☐	3 ☐	4 ☐
(18) Student discipline and behavior	187 1 ☐	2 ☐	3 ☐	4 ☐
(19) Class size	188 1 ☐	2 ☐	3 ☐	4 ☐
(20) Support from parents	189 1 ☐	2 ☐	3 ☐	4 ☐
(21) The esteem of society for the teaching profession	190 1 ☐	2 ☐	3 ☐	4 ☐
(22) Overall job satisfaction	191 1 ☐	2 ☐	3 ☐	4 ☐

SECTION IV – INCENTIVES AND COMPENSATION

29. The following questions refer to your before-tax earnings from teaching and other employment from the summer of 1991 through the end of the 1991–92 school year.

Record earnings in whole dollars.

a. DURING THE SUMMER OF 1991, did you have any earnings from –

(1) Teaching summer school in this or any other school?

192 1 ☐ Yes – **How much?** → 193 $ _____ .00
2 ☐ No

(2) Working in a nonteaching job in this or any other school?

194 1 ☐ Yes – **How much?** → 195 $ _____ .00
2 ☐ No

(3) Working in any NONSCHOOL job?

196 1 ☐ Yes – **How much?** → 197 $ _____ .00
2 ☐ No

b. DURING THE CURRENT SCHOOL YEAR –

(1) What is your academic base year salary for teaching in this school?

198 $ _____ .00 per year

(2) Do you, or will you, earn any additional compensation from your school for extra-curricular or additional activities such as coaching, student activity sponsorship, or evening classes?

199 1 ☐ Yes – **How much?** → 200 $ _____ .00
2 ☐ No

(3) Do you, or will you, earn additional compensation from working in any job outside the school system?

201 1 ☐ Yes – **How much?** → 202 $ _____ .00
2 ☐ No – *SKIP to question 29b(4)*

(a) Which of these best describes this job outside the school system?

Mark (X) only one box.

203 1 ☐ Teaching or tutoring
2 ☐ Nonteaching, but education related
3 ☐ Not related to education

(4) Have you EARNED income from any other sources this year, e.g., a bonus, state supplement, etc.?

204 1 ☐ Yes – **How much?** → 205 $ _____ .00
2 ☐ No

c. What will be your total EARNED income from all sources from the summer of 1991 through the end of this school year?

Your answer should equal the sum of your answers to questions 29a(1)–b(4).

206 $ _____ .00

30. Do you receive any income-in-kind in addition to or in lieu of your school salary?

Mark (X) all that apply.

207 1 ☐ Housing or housing expenses
208 2 ☐ Meals
209 3 ☐ Tuition for your children
210 4 ☐ Child care
211 5 ☐ College tuition for yourself
212 6 ☐ Car/transportation expenses
213 0 ☐ None of the above

SECTION V – BACKGROUND INFORMATION

31. Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1991? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.

Mark (X) only one box.

214
1 ☐ Less than $10,000
2 ☐ $ 10,000 – $14,999
3 ☐ $ 15,000 – $19,999
4 ☐ $ 20,000 – $24,999
5 ☐ $ 25,000 – $29,999
6 ☐ $ 30,000 – $34,999
7 ☐ $ 35,000 – $39,999
8 ☐ $ 40,000 – $49,999
9 ☐ $ 50,000 – $59,999
10 ☐ $ 60,000 – $74,999
11 ☐ $ 75,000 – $99,999
12 ☐ $100,000 or more

32. What is your current marital status?

215
1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

33. How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?

216 ☐☐ Number of children supported – *Continue with question 34*
0 ☐ None – *SKIP to question 35a*

34. What was the age of your youngest child on his/her last birthday? *(If child is less than one year, please enter "0.")*

217 ☐☐ Age of youngest child

35a. Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?

218
1 ☐ Yes – *Continue with question 35b*
2 ☐ No – *SKIP to question 36*

b. How many persons other than your spouse or children are dependent on you for more than half of their financial support?

219 ☐☐ Number of persons supported

36. Were you a Chapter 1 teacher (i.e., paid in full or in part by federal funds under Chapter 1 of the Elementary and Secondary Education Act) LAST SCHOOL YEAR (1990 – 91)?

220
1 ☐ Yes
2 ☐ No

Remarks

SECTION VI – RESPONDENT INFORMATION

The survey you have completed may involve a brief follow-up at a later time in order to gain information on current teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

37. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and the most convenient time to reach you.

221 1 ☐ Same as address label

Your name 222	Spouse's full name	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ My name 3 ☐ Other – *Specify* _____	
Days/times convenient to reach you		

38. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

Name 223	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

Name 224	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

39. Not counting interruptions, how long did it take to complete this survey?

225 _____ Minutes

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE APPRECIATED.

Appendix C

Teacher Followup Survey--Questionnaire for Former Teachers

FORM **TFS-2**
(12-10-91)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS

TEACHER FOLLOW-UP SURVEY

Questionnaire for Former Teachers

1991–1992

OMB No. 1850-0621
Approval Expires 12/31/92

This report is authorized by law (20 U.S.C. 1221e). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that individuals cannot be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East 10th Street
Jeffersonville, IN 47132-0001

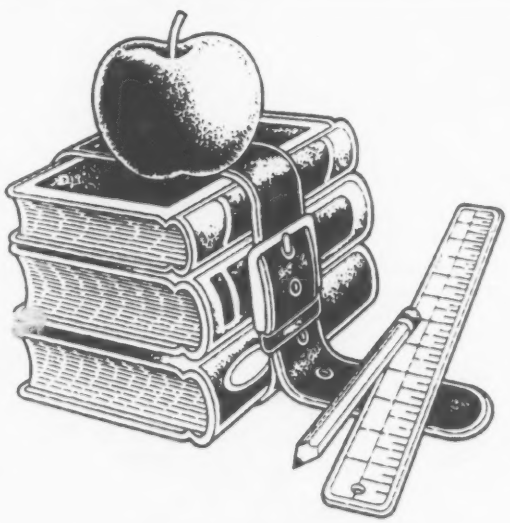
Are you currently teaching — full-time, part-time, or as a long-term substitute — in grades K through 12?

002

1 ☐ Yes — ***Stop now*** *and return this form to the Bureau of the Census in the enclosed envelope. You will be sent another form for teachers who are still teaching.*

2 ☐ No — *Please continue with this survey.*

(Please correct any error in name, address, and ZIP Code)



THIS SURVEY HAS BEEN ENDORSED BY —

American Association for Counseling and Development
American Association of School Administrators
American Federation of Teachers
Bureau of Indian Affairs, Indian Education
Council for American Private Education
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of Independent Schools
National Association of Secondary School Principals
National Catholic Educational Association
National Education Association

003

1 ☒ ***OFFICE USE ONLY***

Dear Schools and Staffing Survey Participant:

Thank you for your participation in last year's Schools and Staffing Survey, sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education. The information you provided will greatly enhance the Nation's knowledge about the teaching work force and its workplace conditions.

This year we are following up a sample of last year's teachers to determine how many have left the teaching profession and to collect information on factors related to teachers' decisions to remain in or to leave the profession. There is concern about teacher shortages and the availability of an adequate supply of highly qualified personnel. The Teacher Follow-up Survey will provide valuable information regarding teacher attrition.

The U.S. Bureau of the Census is conducting the Teacher Follow-up Survey for NCES by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual teacher participating in the survey.

The sampling of teachers (and former teachers) minimizes overall response burden. However, the value of each individual response is greatly increased because it represents other teachers (or former teachers). I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the **Bureau of the Census, Current Projects Branch, 1201 East 10th Street, Jeffersonville, IN 47132-0001**, in the preaddressed envelope enclosed for your convenience.

Thank you for your cooperation in this very important effort.

Sincerely,

EMERSON J. ELLIOTT
Acting Commissioner

Enclosures

INFORMATION ABOUT YOUR PARTICIPATION

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, gathering the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, DC 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850–0621, Washington, DC 20503.

INSTRUCTIONS

Most of the items on this questionnaire are arranged so that the questions are on the left side of the page and the answer categories or spaces for written answers are on the right. Please answer the questions by marking the appropriate answer category with an X, or recording your answer in the space provided. We suggest that you use a pencil, rather than a pen or marker.

Notice that at the end of some answer categories and answer spaces, there are instructions to skip to later questions or to continue with the next question on the questionnaire.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" space. Please include the item number.

If you have any questions, call the Bureau of the Census, toll free, at 1-800-221-1204.

Return your completed questionnaire to the Bureau of the Census in the enclosed preaddressed envelope. Please return it within 2 weeks.

Please keep count of the time you spend completing this questionnaire. At the end of the survey, you are asked to record the amount of time spent.

Remarks

SECTION 1 – EMPLOYMENT STATUS

1. What is your MAIN OCCUPATIONAL status?

Mark (X) only one box.

004
1 ☐ Working in an elementary or secondary school with an assignment OTHER THAN teaching – *Continue with question 2*
2 ☐ Working in an occupation outside of elementary or secondary education – *SKIP to question 3*
3 ☐ Student at a college or university
4 ☐ Caring for family members
5 ☐ Retired
6 ☐ Disabled
7 ☐ Other – *Specify* _____
SKIP to question 8

2. What is your MAIN school assignment?

Mark (X) only one box.

005
1 ☐ Administrator (e.g., principal, assistant principal, director, head)
2 ☐ Nonteaching specialist (e.g., counselor, librarian)
3 ☐ Resource person for other teachers (e.g., department head, resource teacher, curriculum coordinator, mentor teacher)
4 ☐ Support staff (e.g., secretary, aide)
5 ☐ Coach
6 ☐ Other – *Specify* _____
SKIP to question 4

SECTION I – EMPLOYMENT STATUS – Continued

NOTE: *Answer questions 3a–e ONLY if you marked box 2 in answer to question 1 on page 3.*

3a. For whom do you work? *(Record the name of the company, business, or organization.)*

_____

b. What kind of business or industry is this? *(For example, retail shoe store, State Labor Department, bicycle manufacturer, farm)*

008 ☐☐☐ _____

c. What kind of work do you do? *(Please record your job title; for example, electrical engineer, cashier, typist, farmer, loan officer.)*

007 ☐☐☐ _____

d. What are your most important activities or duties at this job? *(For example, typing, selling cars, driving delivery truck, caring for livestock)*

_____

e. How would you classify yourself on this job?

Mark (X) only one box.

008
1 ☐ An employee of a PRIVATE company, business, or individual for wages, salary, or commission
2 ☐ A FEDERAL government employee
3 ☐ A STATE government employee
4 ☐ A LOCAL government employee
5 ☐ SELF-EMPLOYED in your own business, professional practice, or farm
6 ☐ Working WITHOUT PAY in a family business or farm
7 ☐ Working WITHOUT PAY in a volunteer job

4. Which of these best describes your position as an EMPLOYEE?

Mark (X) only one box.

009
1 ☐ Full-time employee
2 ☐ 3/4 time or more, but less than full-time employee
3 ☐ 1/2 time or more, but less than 3/4 time employee
4 ☐ 1/4 time or more, but less than 1/2 time employee
5 ☐ Less than 1/4 time employee

5. Altogether, how much do you usually earn at this job before taxes?

010 $ _____ . _____ per
(Dollars) *(Cents)*

011
1 ☐ Hour
2 ☐ Day
3 ☐ Week
4 ☐ Biweekly
5 ☐ Month
6 ☐ Year
7 ☐ Other – *Specify* _____

6. How long do you plan to remain in this job?

Mark (X) only one box.

012
1 ☐ As long as I am able
2 ☐ Until I am eligible for retirement
Continue with question 7
3 ☐ Will probably continue unless something better comes along
4 ☐ Definitely plan to leave as soon as I can
5 ☐ Undecided at this time
SKIP to question 8

7. In how many years do you plan to retire?

013 _____ Years

8. What do you expect your MAIN activity will be NEXT SCHOOL YEAR (1992–93)?

Mark (X) only one box.

014
1 ☐ Teaching any of grades K–12
2 ☐ Teaching at the prekindergarten or postsecondary level
3 ☐ Student at a college or university
4 ☐ Working in a nonteaching occupation in the field of education
5 ☐ Working in an occupation outside the field of education
6 ☐ Caring for family members
7 ☐ Unemployed and seeking work
8 ☐ Military service
9 ☐ Retired
10 ☐ Other – *Specify* _____

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS

9. Have you earned any new degrees in the past 12 months?

015 1 ☐ Yes – *Continue with question 10*
2 ☐ No – *SKIP to question 14*

10. When did you earn this degree?

016 ☐☐ Month 017 1 9 ☐☐ Year

11. What type of degree is it?

Mark (X) only one box.

018 1 ☐ Associate degree
2 ☐ Bachelor's
3 ☐ Master's
4 ☐ Education specialist or professional diploma (at least one year beyond Master's level)
5 ☐ Doctorate (e.g., Ph.D., Ed.D.)
6 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

MAJOR FIELD OF STUDY CODES FOR QUESTIONS 12 AND 16

EDUCATION

General education
01 Pre-elementary/early childhood education
03 Elementary education
04 Secondary education
46 Science education
48 Social studies/social sciences education

Subject area education
07 Agricultural education
11 Art education
13 Bilingual education
15 Business, commerce, and distributive education
89 Crosscultural education
22 English education
23 English as a second language
24 Foreign languages education
29 Home economics education
88 Indian education (Native American)
30 Industrial arts, vocational and technical, trade and industry education
34 Mathematics education
38 Music education
40 Physical education/health education
43 Reading education
45 Religious education

Special education
67 Special education, general
68 Emotionally disturbed
69 Mentally retarded
70 Speech/language impaired
71 Deaf and hard-of-hearing
72 Visually handicapped
73 Orthopedically impaired
74 Mildly handicapped
75 Severely handicapped
76 Specific learning disabilities
77 Other special education

Other education
78 Curriculum and instruction
79 Educational administration
80 Educational psychology
81 Counseling and guidance
82 Other education

GENERAL

06 Agriculture and natural resources
86 American Indian studies (Native American)
87 Other area and ethnic studies
08 Architecture and environmental design
10 Art, fine and applied
14 Business and management
16 Communications and journalism
17 Computer and information sciences
19 Drama, theater
20 Engineering
21 English (literature, letters, speech, classics)
25 General studies
27 Health professions and occupations
28 Home economics
85 Humanities
31 Law
32 Library science
33 Mathematics
35 Military science
36 Multi/interdisciplinary studies
37 Music
39 Philosophy
41 Psychology
42 Public affairs and services
44 Religion, theology

Foreign languages
51 French
52 German
53 Latin
54 Russian
55 Spanish
56 Other foreign languages

Natural sciences
57 Biology/life science
58 Chemistry
59 Geology/earth science
60 Physics
61 Other natural sciences

Social sciences
62 Economics
63 History
64 Political science and government
65 Sociology
66 Other social sciences

84 Other

12. What is the major field of study for your NEW degree? *(Enter the field and two-digit code from the list above.)*

019 ☐☐ Code _____ Major field

13. For what purpose did you earn this degree?

Mark (X) only one box.

020 1 ☐ To increase salary
2 ☐ For professional development in current field
3 ☐ To teach in a different field than the one taught last year
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education other than current job
6 ☐ Other – *Specify*

_____

14. Are you currently enrolled in a degree program?

Mark (X) only one box.

021 1 ☐ No – *SKIP to question 18*
2 ☐ Yes, as a full-time student } *Continue with question 15*
3 ☐ Yes, as a part-time student }

SECTION II – EDUCATIONAL ACTIVITIES AND FUTURE PLANS – Continued

15. What type of degree are you pursuing?

Mark (X) only one box.

022
1 ☐ Associate degree
2 ☐ Bachelor's
3 ☐ Master's
4 ☐ Education specialist or professional diploma (at least one year beyond Master's level)
5 ☐ Doctorate (e.g., Ph.D., Ed.D.)
6 ☐ Professional (e.g., M.D., D.D.S., J.D., L.L.B.)

16. What is the major field of study for the degree you are pursuing?

(Enter the field and two-digit code from the list on page 5.)

023 ☐☐ _____

Code Major field

17. For what purpose are you pursuing this degree?

Mark (X) only one box.

024
1 ☐ To increase current salary
2 ☐ For professional development in current field
3 ☐ To teach in a different field than the one taught last year
4 ☐ For a nonteaching position in elementary or secondary education
5 ☐ For an occupation outside elementary or secondary education other than current job
6 ☐ Other – *Specify* _____

18. Do you plan to return to teaching?

Mark (X) only one box.

025
1 ☐ Yes – *Continue with question 19*
2 ☐ No – *SKIP to question 21a*
3 ☐ Undecided – *Continue with question 19*

19. How soon might you return to teaching?

Mark (X) only one box.

026
1 ☐ Later this school year
2 ☐ Next year
3 ☐ Within five years
4 ☐ More than five years from now
5 ☐ Undecided

20. At which level would you teach?

Mark (X) all that apply.

027 1 ☐ Prekindergarten
028 2 ☐ Elementary (including kindergarten)
029 3 ☐ Junior high/middle school
030 4 ☐ Senior high
031 5 ☐ Postsecondary

21a. Do you have a "lifetime" teaching certificate?

032
1 ☐ Yes – *SKIP to question 23a*
2 ☐ No – *Continue with question 21b*

b. Has there been a change in your teacher certification status since last year?

Mark (X) all that apply.

033 1 ☐ No change
034 2 ☐ Yes – Certification has lapsed
035 3 ☐ Yes – Certification has been upgraded from temporary or emergency to a regular certificate
036 4 ☐ Yes – Certified in a different field
037 5 ☐ Other change – *Specify* _____

22. Do you plan to maintain or reinstate your teaching certificate?

038
1 ☐ Yes
2 ☐ No
3 ☐ Undecided

SECTION III – YOUR OPINIONS

POSSIBLE REASONS FOR LEAVING THE TEACHING PROFESSION

(Use codes to answer questions 23a, b, and c.)

01 Family or personal move
02 Pregnancy/child rearing
03 Health
04 To retire
05 To pursue another career
06 For better salary or benefits
07 To take courses to improve career opportunities in the field of education
08 To take courses to improve career opportunities outside the field of education
09 School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)
10 To take a sabbatical or other break from teaching
11 Dissatisfied with teaching as a career
12 Other family or personal reason

23a. What was your main reason for leaving the teaching profession?
Enter code from above.

039 ☐☐ Code — Main reason

b. Did you have a second reason for leaving?

040 1 ☐ Yes – **What was your second reason?** *(Enter code, then continue with question 23c.)* → 041 ☐☐ Code
2 ☐ No – *SKIP to question 23d*

c. Did you have a third reason for leaving?

042 1 ☐ Yes – **What was your third reason?** *(Enter code.)* → 043 ☐☐ Code
2 ☐ No

23d. Did you enter code 11 for one of your reasons in question 23a, b, or c?

044 1 ☐ Yes – *Continue with question 23e*
2 ☐ No – *SKIP to question 24a*

POSSIBLE AREAS OF DISSATISFACTION

(Use codes to answer questions 23e, f, and g.)

01 Poor opportunity for professional advancement
02 Inadequate support from administration
03 Unsafe working environment
04 Lack of influence over school policies and practices
05 Lack of control over own classroom
06 Lack of community support for schools
07 Intrusions on teaching time (i.e., not enough time working directly with teaching students)
08 Interference from others regarding what I taught (e.g., censorship, pressure to teach doctrines/theories I didn't support, etc.)
09 Inadequate time to prepare lesson/teaching plans
10 Lack of professional competence of colleagues
11 Poor student motivation to learn
12 Generally poor working conditions
13 Class sizes too large
14 Student discipline problems
15 Poor salary

23e. What was your main area of dissatisfaction with the teaching profession?
Enter code from above.

045 ☐☐ Code — Main dissatisfaction

f. Did you have a second area of dissatisfaction?

046 1 ☐ Yes – **What was your second area?** *(Enter code, then continue with question 23g.)* → 047 ☐☐ Code
2 ☐ No – *SKIP to question 24a*

g. Did you have a third area of dissatisfaction?

048 1 ☐ Yes – **What was your third area?** *(Enter code.)* → 049 ☐☐ Code
2 ☐ No

POSSIBLE STEPS SCHOOLS MIGHT TAKE TO ENCOURAGE TEACHERS TO REMAIN IN TEACHING

(Use codes to answer questions 24a, b, and c.)

- **01** Providing higher salaries or better fringe benefits
- **02** Improving opportunities for professional advancement
- **03** Dealing more effectively with student discipline and making schools safer
- **04** Giving teachers more authority in the school and in their own classrooms
- **05** Increasing standards for students' academic performance
- **06** Providing better resources and materials for classroom use
- **07** Decreasing class size
- **08** Giving special recognition and/or special assignments to excellent or outstanding teachers
- **09** Reducing the paperwork burden on teachers
- **10** Providing more support for new teachers (e.g., mentor teacher programs)
- **11** Increasing parent involvement in the schools
- **12** Reducing teacher workload
- **13** Providing merit pay or other pay incentives to teachers
- **14** Providing teacher training in content areas and instructional methods
- **15** Providing tuition reimbursement for coursework required for certification or career advancement
- **16** Revising health insurance program to include stress reduction seminars, counseling, and physical fitness options

24a. What would be the most effective step that schools might take to encourage teachers to remain in teaching?

Enter code from above.

050 [ ][ ] Most effective step
Code

b. What would be the second most effective step?

Enter code from above.

051 [ ][ ] Second step
Code

c. What would be the third most effective step?

Enter code from above.

052 [ ][ ] Third step
Code

Remarks

SECTION III – YOUR OPINIONS – Continued

25. Is your MAIN occupational status "working" (i.e., box 1 or 2 marked in question 1)?

053 1 ☐ Yes – *Continue with question 26*
2 ☐ No – *SKIP to question 28*

26. How would you rate teaching relative to your current MAIN occupation in terms of EACH of the following aspects? Please indicate (a) Better in teaching, (b) Better in current position, or (c) No difference.

	Better in teaching (a)	Better in current position (b)	No difference (c)
(1) Salary	054 1 ☐	2 ☐	3 ☐
(2) Opportunities for professional advancement	055 1 ☐	2 ☐	3 ☐
(3) Recognition and support from administrators/managers	056 1 ☐	2 ☐	3 ☐
(4) Safety of environment	057 1 ☐	2 ☐	3 ☐
(5) Influence over workplace policies and practices	058 1 ☐	2 ☐	3 ☐
(6) Autonomy or control over your own work	059 1 ☐	2 ☐	3 ☐
(7) Professional prestige	060 1 ☐	2 ☐	3 ☐
(8) Benefits	061 1 ☐	2 ☐	3 ☐
(9) Procedures for performance evaluation	062 1 ☐	2 ☐	3 ☐
(10) Manageability of workload	063 1 ☐	2 ☐	3 ☐
(11) Availability of resources and materials for doing job	064 1 ☐	2 ☐	3 ☐
(12) General work conditions	065 1 ☐	2 ☐	3 ☐
(13) Job security	066 1 ☐	2 ☐	3 ☐
(14) Professional caliber of colleagues	067 1 ☐	2 ☐	3 ☐
(15) Intellectual challenge	068 1 ☐	2 ☐	3 ☐
(16) Overall job satisfaction	069 1 ☐	2 ☐	3 ☐

SECTION III – YOUR OPINIONS – Continued

27. How satisfied are you with EACH of the following aspects of your CURRENT job? Are you (a) Very satisfied, (b) Somewhat satisfied, (c) Somewhat dissatisfied, or (d) Very dissatisfied with –

	Very satisfied (a)	Somewhat satisfied (b)	Somewhat dissatisfied (c)	Very dissatisfied (d)
(1) Salary	070 1 ☐	2 ☐	3 ☐	4 ☐
(2) Opportunities for professional advancement	071 1 ☐	2 ☐	3 ☐	4 ☐
(3) Recognition and support from administrators/managers	072 1 ☐	2 ☐	3 ☐	4 ☐
(4) Safety of environment	073 1 ☐	2 ☐	3 ☐	4 ☐
(5) Influence over w[illegible]lace policies and practices	074 1 ☐	2 ☐	3 ☐	4 ☐
(6) Autonomy or control over your own work	075 1 ☐	2 ☐	3 ☐	4 ☐
(7) Professional prestige	076 1 ☐	2 ☐	3 ☐	4 ☐
(8) Benefits	077 1 ☐	2 ☐	3 ☐	4 ☐
(9) Procedures for performance evaluation	078 1 ☐	2 ☐	3 ☐	4 ☐
(10) Manageability of work	079 1 ☐	2 ☐	3 ☐	4 ☐
(11) Availability of resources and materials for doing job	080 1 ☐	2 ☐	3 ☐	4 ☐
(12) General work conditions	081 1 ☐	2 ☐	3 ☐	4 ☐
(13) Job security	082 1 ☐	2 ☐	3 ☐	4 ☐
(14) Professional caliber of colleagues	083 1 ☐	2 ☐	3 ☐	4 ☐
(15) Intellectual challenge	084 1 ☐	2 ☐	3 ☐	4 ☐
(16) Overall job satisfaction	085 1 ☐	2 ☐	3 ☐	4 ☐

Remarks

SECTION IV – BACKGROUND INFORMATION

28. **Which category represents the total combined income (include your own income) of ALL FAMILY MEMBERS age 14 and older in your household during 1991? Include money from jobs, net business or farm income, pensions, dividends, interest, rent, social security payments, and any other income received by family members in your household.**

Mark (X) only one box.

086
1 ☐ Less than $10,000
2 ☐ $ 10,000 – $14,999
3 ☐ $ 15,000 – $19,999
4 ☐ $ 20,000 – $24,999
5 ☐ $ 25,000 – $29,999
6 ☐ $ 30,000 – $34,999
7 ☐ $ 35,000 – $39,999
8 ☐ $ 40,000 – $49,999
9 ☐ $ 50,000 – $59,999
10 ☐ $ 60,000 – $74,999
11 ☐ $ 75,000 – $99,999
12 ☐ $100,000 or more

29. **What is your current marital status?**

087
1 ☐ Married
2 ☐ Widowed, divorced, or separated
3 ☐ Never married

30. **How many children do you have who are dependent on you (and your spouse) for more than half of their financial support?**

088 ☐☐ Number of children supported – *Continue with question 31*
0 ☐ None – *SKIP to question 32a*

31. **What was the age of your youngest child on his/her last birthday?** *(If child is less than one year, please enter "0.")*

089 ☐☐ Age of youngest child

32a. **Do you have persons other than your spouse or children who are dependent on you for more than half of their financial support?**

090
1 ☐ Yes – *Continue with question 32b*
2 ☐ No – *SKIP to question 33*

b. **How many persons other than your spouse or children are dependent on you for more than half of their financial support?**

091 ☐☐ Number of persons supported

33. **Were you a Chapter 1 teacher (i.e., paid in full or in part by federal funds under Chapter 1 of the Elementary and Secondary Education Act) LAST SCHOOL YEAR (1990–91)?**

092
1 ☐ Yes
2 ☐ No

Remarks

SECTION V – RESPONDENT INFORMATION

The survey you have completed may involve a brief follow-up at a later time in order to gain information on former teachers' movements in the labor force. The following information would assist us in contacting you if you move or change jobs.

34. Please PRINT your name, your spouse's name (if applicable), your home address, telephone number, and the most convenient time to reach you.

093 Same as address label

Your name 094	Spouse's full name	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ My name 3 ☐ Other – *Specify* _____	
Days/times convenient to reach you		

35. What are the names and addresses of two other people who will know where to get in touch with you during the coming years? List no more than one person who now lives with you. Remember to record the relationship of these persons to you (for example, parent, friend, sister, cousin, etc.).

Name 095	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

Name 096	Relationship to you	
Street address		
City	State	ZIP Code
Telephone number *(Include area code)* ( )	In whose name is the telephone number listed? *(Mark (X) only one.)* 1 ☐ No phone 2 ☐ Name entered above 3 ☐ Other – *Specify* _____	

36. Not counting interruptions, how long did it take to complete this survey?

097 _____ Minutes

THIS COMPLETES THE QUESTIONNAIRE.
THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.
YOUR TIME AND EFFORT ARE APPRECIATED.

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